LAKE FOREST COLLEGE

Bulletin 1968-69

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BULLETIN

FOR 1968–1969

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Reading Room

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COLLEGE CALENDAR 1968–69

Fall Term

September	12–13	Thursday	Conference of Faculty
	14–16	Saturday	New student orientation
	17–18	Tuesday	Registration
	19	Thursday	Classes begin, 8:30 a.m.
October	24	Thursday	Mid-term grade reports for freshmen due, noon
November	28	Thursday	Thanksgiving Day holiday
	29	Friday	Free day
December	2–5	Monday	Final examinations

Winter Term

January	6	Monday	Classes begin, 8:30 a.m.
February	10	Monday	Mid-term grade reports for freshmen due, noon
March	17	Monday	Free day
	18–21	Tuesday	Final examinations

SEPTEMBER

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Spring Term

March	31	Monday	Classes begin, 8:30 a.m.
May	5	Monday	Mid-term grade reports for freshmen due, noon
	16–17	Friday	Senior major examinations
June	9–12	Monday	Final examinations
	13	Friday	Baccalaureate service, 3:30 p.m.
	14	Saturday	Commencement, 10:30 a.m.

Summer Term

June	23	Monday	Registration
	24	Tuesday	Classes begin, first course
July	4	Friday	Independence Day holiday
	18	Friday	Final examination, first course
	21	Monday	Classes begin, second course
August	13	Wednesday	Final examination, second course
	14	Thursday	Classes begin, third course
September	1	Monday	Labor Day holiday
	9	Tuesday	Final examination, third course

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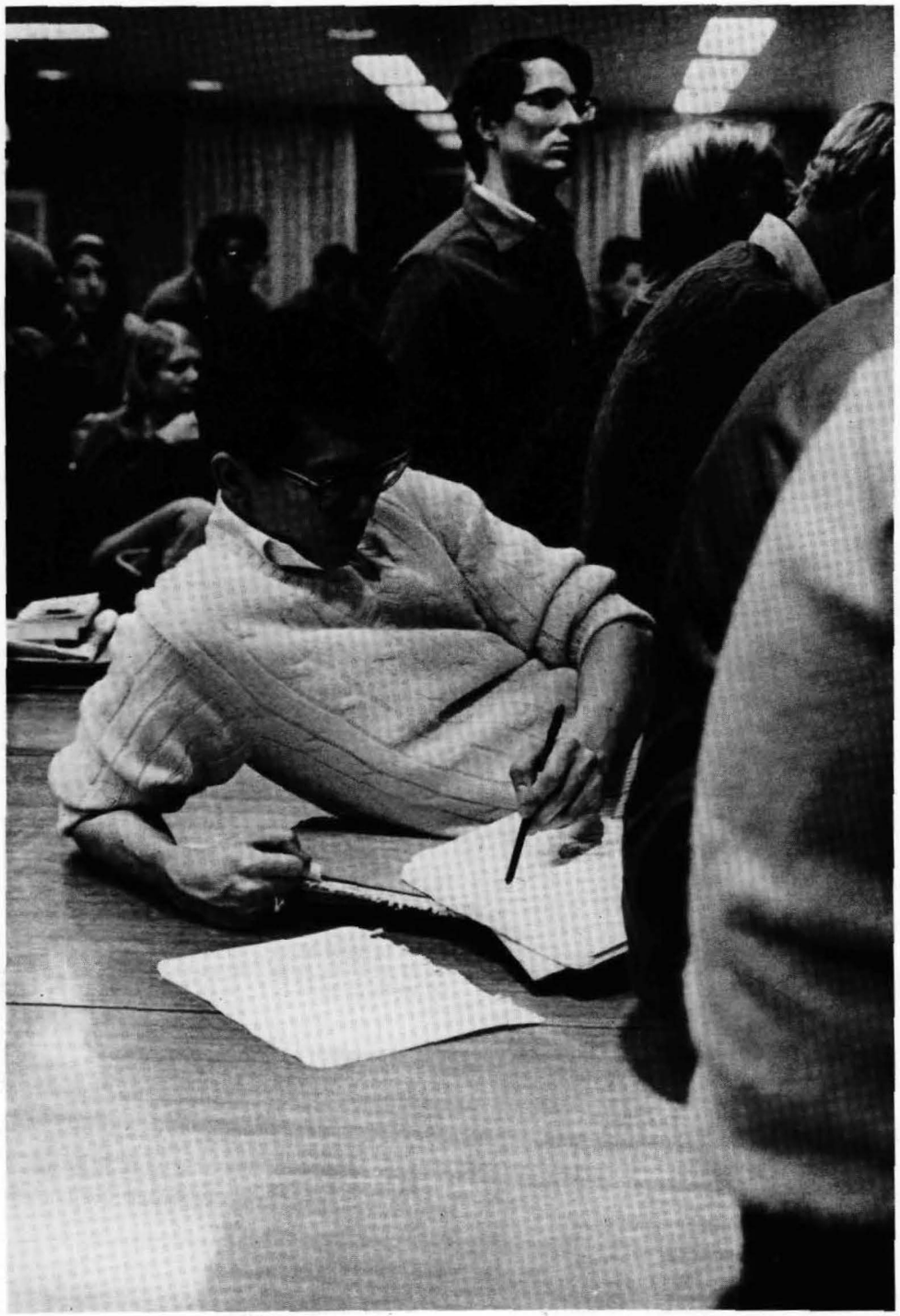
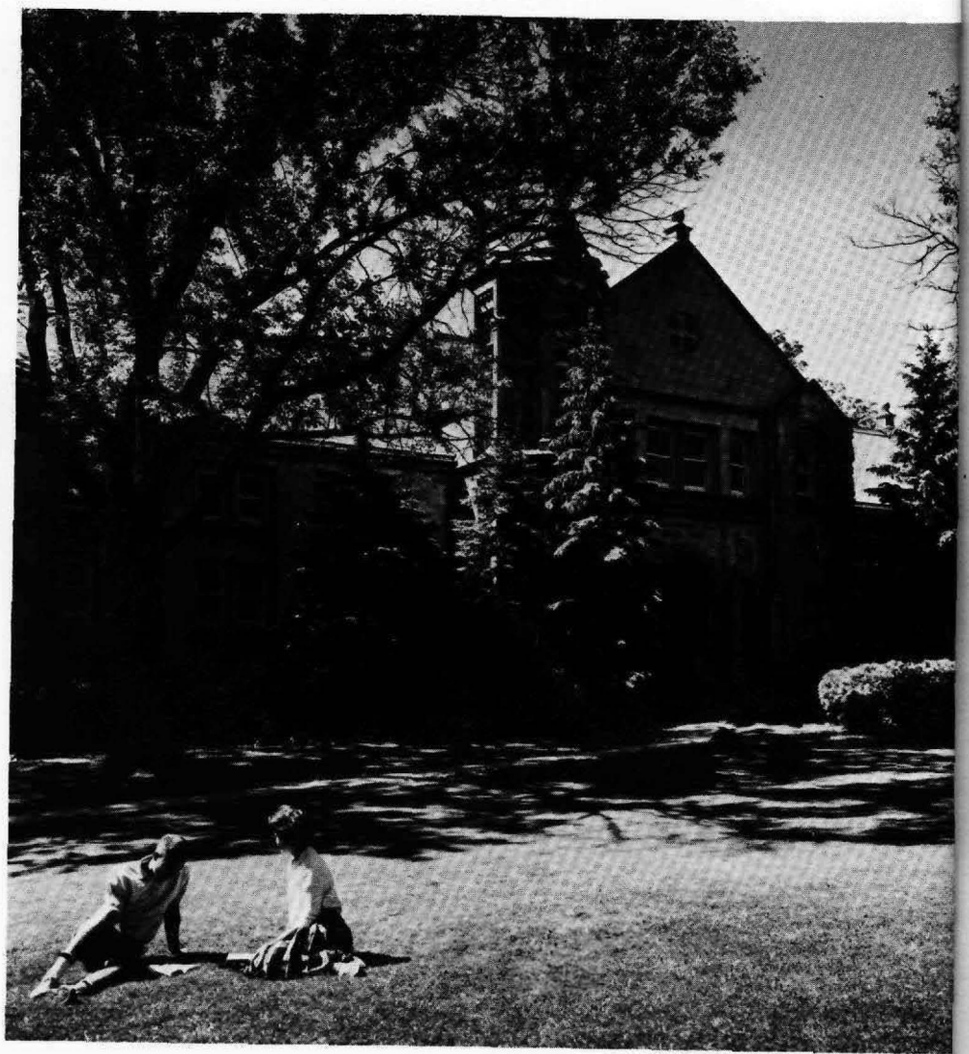


THE PURPOSE OF THE COLLEGE

Lake Forest College supports the principle
that each person is entitled to be
liberally educated to the extent of his ability
and that a democratic society
has an obligation to provide
this kind of education
through private as well as public schools.

Lake Forest College accepts
as its primary purpose
the cultivation of the mind in its ability
to abstract, to judge, and to reason,
so that the student may grow
in understanding, insight, and wisdom.
This kind of education
is intended to create in each student
an intense love of learning
and a high level of competence
in order that self-motivated
and self-directed learning will continue
throughout life.
The College, founded in the Christian tradition,
further believes that education
in the liberal arts and sciences,
pursued in a Christian atmosphere,
is the best preparation for
responsible citizenship.



LAKE FOREST COLLEGE, AN INTRODUCTION

Early explorers knew the area in which Lake Forest College stands today as a ruggedly beautiful region of virgin forests, ravines, and high bluffs overlooking Lake Michigan. In the 1670's, Père Marquette and Louis Joliet visited the region, probably crossing the old "deer path" which today connects the College with the lake and the town of Lake Forest. It is easy to imagine what the pioneers saw three hundred years ago, for the natural beauty of the place has been preserved through the years and remains to delight residents and visitors today.

Lake Forest College occupies a ninety-nine acre campus of spacious lawns and fine old trees, criss-crossed by unusual ravines and winding footpaths. It is an integral part of the community of Lake Forest, for town and college were founded together over a century ago and have grown together since. Lake Forest itself is an unusual town. Located only thirty miles north of Chicago on the shore of Lake Michigan, it is something more than a suburb of the metropolis, something more even than a village or small town in the usual sense. A unique, self-contained community of gracious homes and fine educational institutions (two colleges, three private secondary schools, and an outstanding public school system), it is marked on the one hand by an atmosphere of uncluttered country living, and on the other hand by the vitality of the greater Chicago metropolitan area. Both characteristics of the community are important to Lake Forest College. The wooded seclusion provides a relatively quiet academic environment, conducive to the serious pursuit of the life of the mind. And the College's proximity to Chicago enables the entire academic community to participate directly in the cultural, intellectual, social, and economic life of one of the world's great cities.

If today's Lake Forest College community considers the great metropolis a valuable asset, an earlier generation took a rather different view of the matter. Indeed, the wooded heights of the North Shore appealed to the College's founders precisely because the area provided an environment in which young men and women could be educated "far removed from the temptations and distractions of the city." Apparently the lure of the city was strong from the earliest days of the College, however, for a favorite undergraduate diversion in the nineteenth century was an all-night trek, on moonlit nights, from the campus to the city. Today's undergraduates, if they are so inclined, may still walk to Chicago along Sheridan Road; most of them prefer to use the Chicago & North Western Railway's hourly service to the center of the city, or the expressways, which deliver them downtown in forty minutes. The University of Chicago, Northwestern University, the American Conservatory, and the Art Institute are but

a few of the neighboring institutions of higher education. Their libraries, together with the great Chicago Public Library and the superb Newberry Library, combine with the Lake Forest College libraries to provide the scholarly materials needed by faculty and students pursuing programs of independent study and research.

For the North Shore area, Lake Forest College is a community cultural center, offering extra-curricular seminars, lectures, concerts, films, art exhibits, and discussions to residents of the community as well as to students and faculty. Recent lecturers sponsored by the College include Robert Theobald, Erich Fromm, Rollo May, Barbara Ward, Norman Thomas, Erich Heller, Henry Steele Commager, John Barth, John Hope Franklin, Daniel Bell, Bruno Bettelheim, Helmut Thielicke, Peter Viereck, and Stephen Spender. College conferences in recent years have dealt with such timely topics as Latin America, the culture of Scandinavia, race relations in the United States, and modern India. An annual faculty lecture series affords the community opportunities to learn of the most recent developments in a wide variety of scholarly fields.

The Chicago Symphony Orchestra, the Lyric Opera, Ravinia, the Goodman Theatre, and the Art Institute are only a few of the many cultural organizations that make Chicago a great national center for music and art. Lake Forest College students have numerous opportunities to share in this wealth of enjoyment, and a Student Cultural Events Committee provides undergraduates with inexpensive or complimentary tickets, together with low cost transportation to and from the city. In the field of science, students avail themselves of the Museum of Science and Industry, the Museum of Natural History, the Adler Planetarium, the Shedd Aquarium, and the Argonne National Laboratory. In short, Lake Forest College students may engage in almost unlimited educational explorations, on campus and off, among facilities comparing favorably with those of any small liberal arts college in the country. Moreover, the city of Milwaukee, only sixty miles north of Lake Forest, offers additional facilities of interest.

History of the College

Early in 1856, a group of "New School" Presbyterians gathered in Chicago's Second Presbyterian Church to discuss the idea of founding an educational institution of excellence in the rapidly growing Northwest. Merchants, bankers, lawyers, railroad men, these pioneers had participated actively in the building of Chicago. Now they looked north of the city for a site on which to build fine homes and educational institutions for their children. According to tradition, several of them one day rode out on the train from Chicago to Waukegan and persuaded the conductor to let them disembark at a particularly wooded area along the way. Strolling down a deer path toward the lake, they came upon an area of bluffs and ravines, whereupon they exclaimed in unison "This is the spot!" Unfortunately, the great Chicago fire of 1871 destroyed many of the early records of Lake Forest College, so that much of what we know of those pioneer times comes from hearsay and recollections.

Sometime in 1856 the group formally organized as the Lake Forest Association and purchased some thirteen hundred acres of wooded land along the lake shore, immediately reserving sixty-two acres as the campus for a future university. On February 13, 1857, the legislature of the State of Illinois granted a charter to the trustees of "Lind University" (the name derived from Mr. Sylvester Lind, one of the founders) and to a supporting

community to be called Lake Forest. The charter stipulated that the institution should consist of "schools of every description and grade, together with a college and seminaries or departments devoted to instruction in Theology, Law, Medicine, General or particular Sciences and Literature of the (Liberal) Arts." Although Lind University opened its doors in 1861, the Civil War immediately interfered and ultimately forced it to suspend instruction. Shortly after the war, the name was changed to Lake Forest University, which remained the corporate designation of the College until 1965. In September, 1965, the name was changed to Lake Forest College.

Operating under the university charter, Lake Forest Academy managed to survive the war as a men's preparatory school, to be joined in 1869 by Ferry Hall, a similar school for young ladies (both schools were separated from the College in 1925 and now pursue independent courses). But the College was unable to resume instruction until the fall of 1876, when a class of eight men and four women was admitted. Even at that relatively late date, the College was one of the first coeducational institutions in the United States. By 1878 classes were meeting in the newly constructed College Hall, and Lake Forest College had become a permanent, modern institution of higher education.

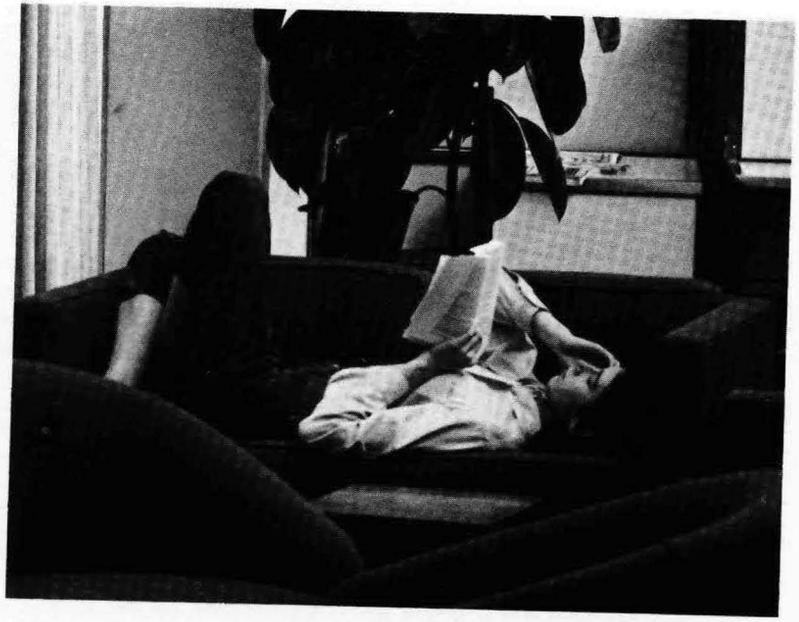
Since that time the College has grown and prospered, fulfilling the expectations of its founders. In the decade of the 1890's an ambitious building program greatly expanded the College's physical facilities, while the faculty was strengthened with the initial endowment of the William Bross, Jacob Beidler, and D. K. Pearsons professorships. To mark its Centennial Anniversary celebration, the College in 1957 embarked upon a new program to expand the physical facilities and further strengthen the faculty. In 1962 the Ford Foundation awarded Lake Forest College a challenge grant, enabling the College to achieve many of the objectives of its "Design for the Second Century." A new library, a modern science center, extensive new dormitory facilities, additions to the Commons, and other improvements help the College keep pace with the demanding requirements of modern higher education. An overseas program now operates Lake Forest College Fall Terms in Madrid and Dijon, and a Spring Term in Berlin, staffed by distinguished faculties of Spanish, French and German scholars. A Winter Term in Florence will begin in 1968–69.

Lake Forest College continues its historic affiliation with the Presbyterian Church, maintaining an active membership in the Presbyterian College Union and a working relationship with the Board of Christian Education of the United Presbyterian Church in the United States of America. On the other hand, the College is not sectarian in its teaching and it welcomes a variety of philosophical and religious points of view. Courses in religion are offered as part of the curriculum. A Religious Activities Federation includes the United Campus Christian Fellowship, the Canterbury Club, the Roman Catholic Guild, the Jewish Activities Group, the Christian Science Club, the Lutheran Students Association and all other religious organizations on campus. It plans religious events of interest and concern to the entire academic community. Sunday morning services are held in Lily Reid Holt Memorial Chapel.

The Academic Community

Lake Forest College is fully accredited by the North Central Association of Colleges and Secondary Schools. It holds membership in the leading educational associations and provides basic preparation for all graduate and professional schools. The Lake Forest chapter of Phi Beta Kappa is Theta of Illinois.

An early account of the College's founding notes that "Professors, and very excellent ones, were lured by good salaries and the hope of founding a new institution of learning in the prosperous West." Lake Forest has always believed that the quality of a college is measured by the strength of its faculty. The American Association of University Professors ranks Lake Forest in salary schedules at the top of the universities and colleges in the nation. Bricks and mortar, books and classrooms, equipment and endowment are important to a college only insofar as they contribute to the meaning of the relationship which develops between the student and the teacher. At Lake Forest the lecture, the discussion, the seminar, the colloquium, the tutorial, and the independent study project are all used in the teaching program. Because the discussion method and thoughtful criticism of student papers and research take much time and effort, the College grants its faculty a relatively light teaching load. Since the College has no graduate schools, students are never taught by graduate assistants or graduate fellows. The faculty is youthful, dynamic, and deeply committed to offering the best teaching that is within them. An informal, yet demanding, association exists between the student and his professor.



Undergraduates at Lake Forest fall into no distinct type or category. The College seeks a diverse student body (numbering 1,250 students) and cherishes its tradition of bringing together from all sections of the United States a democratic community of students and scholars. Of last year's freshman class, thirty percent came from the North Central states and seventy percent from the rest of the United States and other nations. In an ordinary year more than forty states and twelve foreign countries are represented in the student body. Usually, some sixty-five percent of each year's freshmen are graduates of public schools, while thirty-five percent enter from independent schools. But the diversity of the College community is more than the geographic and previous educational background of its students.

An undergraduate at Lake Forest is accepted for what he is, not for who he is. Students from the entire socio-economic spectrum of American society are members of the College and all have an equal opportunity to enjoy the richness of the educational program.

Both in the classroom and out of it, Lake Forest students are encouraged to express ideas openly and to share a wide variety of opinion. The various campus organizations find strength in the diverse backgrounds and experiences of their membership. In the relations of undergraduates with each other and their faculty, the College tries to encourage a degree of responsible democracy greater than that found in American society generally.

About one-third of the students hold jobs during their college years, and nearly all are employed during vacations. Due to increased scholarship and loan funds and new employment opportunities on campus, the number who can truly state that they are "working their way through" has risen steadily. It is the expressed desire of the College that no qualified student should be denied the opportunity of a Lake Forest education because of lack of funds.

The Campus

Divided by ravines into three areas, plus athletic fields, the Lake Forest campus extends along Sheridan Road in Lake Forest, a few blocks west of Lake Michigan and east of the town center. North Campus includes Durand Institute, a classroom building, and several residence halls. Middle Campus contains the College libraries, the administrative buildings, and most of the instructional facilities. South Campus is chiefly residential, although it will include new fine arts and sports facilities as well. College athletic fields are either on the South Campus or adjacent to it.

The combined book value of the Lake Forest College plant and endowment is approximately $19,500,000.

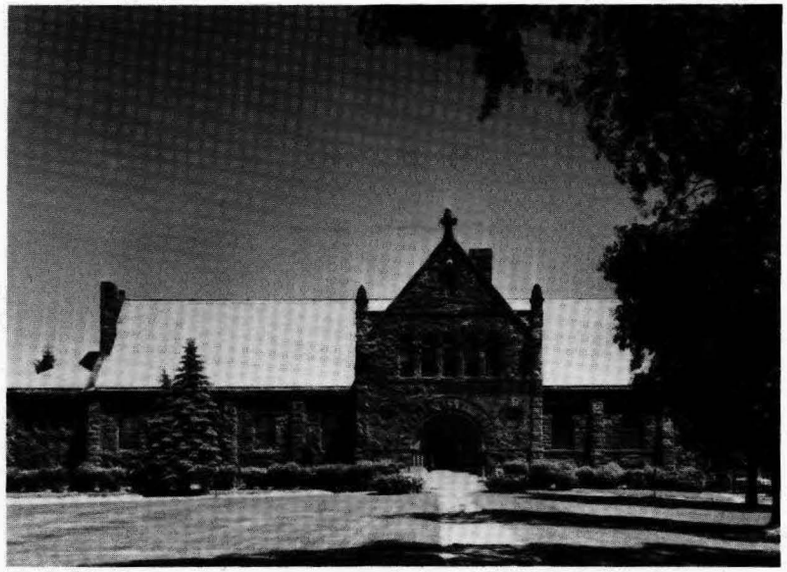
DONNELLEY LIBRARY. Opened in 1964, this modern glass and brick structure is a striking addition to Middle Campus. It contains the College's main collection of books and periodicals (approximately 101,000 bound volumes). Government documents, for which Lake Forest College is an authorized depository, are maintained here, as is an extensive and growing collection of materials in microform. In anticipation of future acquisitions, the Donnelley Library has a total capacity of 250,000 volumes and will accommodate some 600 readers. About eighty percent of the reader space is devoted to individual carrels and seating, and a night study is maintained for student use after regular library hours. At present, the two upper levels are used exclusively for library facilities, while the lower level contains offices and classrooms for the Departments of Economics, Government, History, and Sociology and Anthropology. Ultimately, the entire building will be used for library purposes.

Through the years the College has received several valuable collections of fine books. The Leverton Collection of Drama, the gift of Mr. Garrett Leverton, former member of the faculty, contains 3,300 volumes in the fields of drama and the theatre, including a number of first editions and typescripts. The Alfred E. Hamill Library includes 6,300 volumes of Mr. Hamill's personal collection of fine editions and unusual bindings. The collection features the fine arts and English literature. A collection of Scottish literature, given by R. Douglas Stuart, includes about 4,000 volumes. A number of rare and unusual books are contained in the library's Treasure Room.

FREEMAN LIBRARY. A special library for books and journals in the natural sciences and mathematics was opened in 1962. Part of the Ernest A. Johnson Memorial Science Center, the library is the gift of Mrs. Freeman in memory of her husband, Dr. Thomas Oscar Freeman. Designed by Perkins & Will, the Freeman Library is a graceful and unusual circular building of glass, steel, and wood.

ARTHUR SOMERVILLE REID HALL. Until 1965, this building was the main College library. It has been converted into offices and classrooms for the Departments of Philosophy, Religion, and Education. A gift from Mrs. Simon Reid, member of a pioneer Lake Forest family, the building is a free adaptation of English university architecture.

LILY REID HOLT MEMORIAL CHAPEL. Connected to Reid by a cloister, the Chapel is distinguished by its graceful tower and large Gothic vaulted hall. With its companion building, it was constructed in 1899. Holt Chapel is used for religious services of small groups and other meetings.



Durand Institute

DURAND INSTITUTE. Perhaps the most distinctive building on campus is Durand Institute, constructed in 1891 as an art institute for the College and the North Shore area. A gift of Mr. Henry Clay Durand, the building is an excellent example of Romanesque revival architecture, done in Lake Superior brownstone. The impressive doorway was designed by a co-worker of Louis Sullivan, and the entire building clearly reflects the influence of another great American architect, Henry Hobson Richardson. The Institute today houses the Department of English and the Garrick Players, the College theatre group.

COLLEGE HALL. Built in 1878 as a gift from the Charles B. Farwell family, College Hall is today the oldest building on the Lake Forest campus. An imposing gray brick structure, it has served the College in many uses over the years. Today it is primarily a classroom building, although the lower levels also contain such student activities as publications, the on-campus and off-campus Cultural Activities Office, and the Lake Forest College Tutorial Program for underprivileged children in the greater Chicago and Waukegan areas.

NORTH HALL. Similar in design and structure to College Hall, North Hall today houses most of the College's administrative facilities, including the Office of the President. Constructed in 1880, it was also a gift of the Farwell family.

ERNEST A. JOHNSON MEMORIAL SCIENCE CENTER. Named for the ninth president of Lake Forest College, this imposing collection of three connected buildings was completed in 1962. The Center consists of a laboratory and lecture building, a classroom building, and the Freeman Science Library. It houses the Departments of Biology, Chemistry, Mathematics, Physics, and Psychology, and is equipped with the most modern laboratory

and research facilities, including a complete science shop and special areas for radioactive studies, hydrogenation, and optical research. The Center also houses the Robert R. McCormick Auditorium, seating two hundred persons and used for academic and public lectures and films.

FIELD RESEARCH AREAS. The College maintains two field research areas for teaching and research in ecological studies. A fifteen acre site in West Lake Forest is the gift of Mr. James R. Getz, a trustee of the College. Nine acres on the Des Plaines River are held by the College on long-term lease from Nature Conservancy.

DURAND COMMONS. The older part of Durand Commons was built in 1907 and named for Calvin Durand. A copy of an English university commons, the building houses student lounges, a coffee shop, a faculty lounge and the College bookstore. A modern addition to the building, completed in 1962, furnishes dining facilities for all students, as well as meeting rooms, bowling alleys, and other recreational facilities.

Durand Commons

PATTERSON LODGE. Built in 1879 as the President's House, Patterson Lodge today serves as the College Admissions Office.

HOLT HOUSE. One of the historic landmarks of the Lake Forest community, a Victorian mansion over 100 years old, was acquired in 1965 by the College. The square, white house with its flat roof capped by a "widow's walk," and its high-ceilinged, spacious rooms and fireplaces, may be used as a combination faculty club and guest house.

CARNEGIE HALL. Originally constructed in 1907 as the College's science building, this red brick structure is now used as a foreign language center. The College maintains here a modern language laboratory and complete

facilities for the teaching of French, German, Greek, Latin, Russian, and Spanish.

ALUMNI MEMORIAL FIELD HOUSE. Alumni and friends of the College contributed the funds for the construction of the Field House in 1950. It stands as a memorial to graduates of Lake Forest College who died in the military service of their country. It will be converted into an indoor ice rink.

SPORTS-HEALTH CENTER. A new gymnasium has been constructed next to the Alumni Memorial Field House as part of the planned sports-health center. Designed by Edward D. Dart of the Chicago firm, Loebl, Schlossman, Bennett & Dart, the gymnasium contains basketball, handball, and squash courts, a swimming pool, locker facilities for both men and women, athletic staff offices, and health service facilities. In addition to the field house and the new gymnasium, the sports center will include four new tennis courts and a new playing field for use as a baseball diamond, soccer field and practice area.

LOIS DURAND HALL. A women's residence hall on North Campus, this building was constructed in 1898 to honor the mother of Mr. Henry Clay Durand. With Gothic features and Renaissance architectural details, it has been described as "a quaint irregularity." Certainly it is a stately and charming residence building.

MOORE HALL. A women's residence hall on South Campus, this building was constructed in 1892. Originally named East House, the hall was renamed in 1963 in honor of Dr. Herbert McComb Moore, past president (1920–42). The masonry-bearing wood frame building has been completely remodeled on the interior.

BLACKSTONE AND HARLAN HALLS. Now used primarily as freshman men's residence halls, these two buildings add a "collegiate Gothic" flavor to Middle Campus. They were constructed in 1907 and enlarged in 1946 and 1962.

BRADLEY LODGE. A men's residence on North Campus, this English provincial structure was built in 1927 as the nurses' home for the old Lake Forest Hospital.

NEW DORMITORIES. Deerpath Hall on North Campus is a modern residence hall for freshman women. Four new residence halls on South Campus, Gregory, Nollen, McClure and Roberts, each consist of two wings, housing sixty students per wing. Two new, smaller dormitories will be constructed on North Campus.

FINE ARTS CENTER. Projected for construction on South Campus is a fine arts center. Designed by Mr. Edward L. Barnes of New York, the center will contain an auditorium and a theatre, as well as complete, modern facilities for instruction in art, drama, and music.

FACULTY HOUSING. Many of the faculty make their homes on the campus. The President's house, built in 1961, is the scene of numerous receptions and meetings for students, faculty, alumni, and parents.

Blackstone and Harlan Halls

The Presidents of Lake Forest College

Robert W. Patterson.....1875–1877
Daniel S. Gregory.....1878–1886
William C. Roberts.....1886–1892
John Merle Coulter.....1893–1896
James G. K. McClure.....1897–1901
Richard Davenport Harlan.....1901–1906
John Scholte Nollen.....1907–1917
Herbert McComb Moore.....1920–1942
Ernest A. Johnson.....1942–1959
William Graham Cole.....1960–

ADMISSION, COLLEGE EXPENSES AND FINANCIAL AID

General Admission Policy

The decision by Lake Forest College to limit enrollment to 1,250 students during the next decade has led to an increasingly selective admissions policy. Lake Forest made the decision to remain small with the full knowledge that both the numbers and percentage of students going to college are rapidly increasing; but it is the philosophy of the College that for some students, a small and informal college can best serve as an introduction to the world of ideas. In its selection process, therefore, the College is primarily concerned with choosing students with aptitude, wide-ranging intellectual curiosity, proven academic achievement, and high qualities of character and personality. Lake Forest unequivocally selects its students without regard to racial background, religious affiliation, national origin, or financial position. And this policy is vividly manifested by the diverse nature of the student community—a diversity so necessary to the educational vitality of a liberal arts college.

Admission Procedure

Candidates for admission may obtain the required application forms by writing to the Director of Admissions, Lake Forest College, Lake Forest, Illinois 60045. Each candidate will be advised of the procedure to be followed.

Students are urged to begin the application procedure early in their senior year. Lake Forest does not have a closing deadline for applications but most admissions decisions are rendered in mid-March. Consequently, candidates applying after the third week of March will be considered only if openings exist. Students who intend to request financial assistance should submit their applications by February 1 of their senior year.

Secondary School Requirements

There are no formal course requirements for entrance to Lake Forest. But in view of the increasing competition for admission, it is recommended that candidates present four years of English, at least three years of mathematics, three years of one foreign language, and one or two years of work in history and the natural sciences. All applicants are encouraged to take as much accelerated course work as possible including formal Advanced Placement offerings.

College Board Examinations

All candidates are required to present the results of the Scholastic Aptitude Tests (S.A.T.) and of three Achievement Tests (one of which must be the English Composition Test). These tests are administered by the College Entrance Examination Board and are used by Lake Forest College for purposes of admission, guidance, and placement. It is the applicant's responsibility to arrange with the College Entrance Examination Board to have the test results forwarded to the College.

The Scholastic Aptitude Test should be taken during the senior year, in November, December or January. Achievement tests may be taken in the junior or senior year.

Personal Interview

Although an interview is not required, the Committee on Admissions recommends that every candidate have an interview with an admissions officer.

The College welcomes and encourages visits to the campus by prospective candidates and their parents. An appointment in advance will assure visitors of a more leisurely and informative interview. The Admissions Office is open for interviews and tours from 9:00 a.m. to 4:30 p.m., Monday through Friday, and on Saturdays from 9:00 to 11:30 a.m.

Early Decision

The purpose of the Early Decision Program is to reduce, for the well qualified candidate, the number of applications for admission at other colleges. Students who have firmly decided that Lake Forest is the college

they most want to attend may request, with their school's approval, an early evaluation of their credentials. Candidates requesting an early decision from Lake Forest *are permitted* to apply to other colleges. But implicit in a request for an early decision is the commitment that upon admission an applicant will attend Lake Forest College. Requests for early decisions will be honored until January 15.

The Committee on Admissions will review the credentials of applicants requesting an early decision as soon as all required materials have reached the Admissions Office. Candidates normally will be notified of the decision two or three weeks from completion of their application.

Early Decision candidates who will require financial assistance should make certain that the Parents' Confidential Statement is filed early in the candidate's final year of secondary school in order that both admissions and financial aid decisions may be rendered simultaneously.

Admission by Transfer

Students enrolled at other colleges desiring admission to Lake Forest and graduates of accredited junior colleges are eligible to apply for admission. Generally, a transfer applicant should have compiled an overall college average of at least *C* or its equivalent and be eligible to return to his previous institution. If a candidate is not eligible to return to his former college or university, at least two academic terms must have elapsed before consideration can be given.

Graduates of accredited junior colleges, if admitted to Lake Forest, will be given junior standing provided that academic credit totaling at least sixty semester hours or the equivalent of *C* work, exclusive of physical education, was achieved for the junior college diploma (no work of *D* quality is accepted in transfer).

Although a few transfer candidates are admitted at the beginning of the winter and spring terms, most students are expected to start at Lake Forest in September. Transfer applications should be filed not later than July 1 for fall entrance. The junior and senior years (the last eighteen courses) must be taken at Lake Forest College.

All candidates for admission with advanced standing (or those who have been enrolled in another college) are required to submit the following credentials:

1) *Personal Application for Admission* (Part I)
2) *Secondary School Report* (Part II)
3) *Transfer Application for Admission* (available at the Admissions Office)
4) The results of the Scholastic Aptitude Test sent by the College Entrance Examination Board. This test need not be repeated if it was taken in secondary school.
5) Transcripts of all college work through the most recent term
6) A letter of recommendation from the academic dean of the most recent college

Financial Aid

Financial Aid at Lake Forest College is not awarded as a "prize" but is granted to men and women who are unable to provide the full cost of a college education through their own and their families' reasonable efforts. Lake Forest is committed to the philosophy that no student, who is otherwise qualified, should be prevented from attending because of financial limitations. To ensure such a policy, the College has increased substantially its financial aid budget.

An application for financial aid does *not* hinder a student's application for admission: indeed, the two applications are considered separately. But a student is notified of the result of both his application for admission and for financial aid at the same time.

Financial aid awards at Lake Forest are made for a one-year period. But if the student continues to evidence need and if he maintains an academic record commensurate with his ability, his financial aid award will be renewed each year. The amount will always be based on need.

Lake Forest participates in the College Scholarship Service (CSS) of the College Entrance Examination Board and in the Midwest College Compact on Financial Aid. Both organizations are supported by many leading, independent colleges and adhere strictly to a professional code of common financial aid principles and practices.

Entering students seeking financial assistance are required to file a copy of the *Parents' Confidential Statement* (PCS) form with the College Scholarship Service Office in their region. The PCS is the only form required for financial aid consideration and is available at most secondary school guidance offices. Parents are strongly urged to file the PCS with the College Scholarship Service in the fall or early winter of the student's senior year because the form is very detailed and often requires further clarification. The required application forms should be submitted by February 1—candidates applying after this date will receive financial aid only if funds are still available. Applicants should read carefully the brochure entitled *Financial Aid at Lake Forest College* which will be sent to them by the Admissions Office.

Computation of Financial Need

In computing a student's financial need, the College, using the procedures of the College Scholarship Service, calculates from the *Parents' Confidential Statement* the total resources of the family (parents and student) that can be used as a contribution toward college expenses. Most calculations are based on the following sources of funds:

1. Expectation from parents: The College assumes that each family will provide the maximum amount possible from income, savings, and other assets. In addition to the family income and assets, the College takes into account the number of dependents, educational and medical expenses, certain types of debts, and any unusual situations which might exist.

2. Expectation from the applicant: The College believes that recipients of financial aid should contribute toward the cost of their own education. In calculating a student's need, therefore, summer earnings available to be applied toward college expenses are normally assumed to be $300 for men and $200 for women prior to the freshman year with an increase in both cases of $50 each subsequent year.

3. Outside funds: Candidates for financial assistance are strongly encouraged to apply for national, state, and local scholarships for which they may be eligible and which may be used at the college of their choice—National Merit Scholarships, National Presbyterian College Scholarships, various state scholarships (e.g. Connecticut, Illinois, New Jersey, Pennsylvania, and Rhode Island), and other scholarships offered by local foundations, clubs, or business organizations.

Financial Aid Awards

Gift Awards

Most students who qualify for financial aid can expect much of their need to be met by grants. For the 1968–69 academic year, the Board of Trustees authorized a total of $115,000 to be awarded in the form of gift dollars.

Educational Opportunity Grants

The College is a participant in the Educational Opportunity Grant program under the Higher Education Act of 1965. Basically this program provides for financial support of deserving but very impoverished students. Details may be obtained from the Financial Aid Office of the College.

Loans

Long-term loans are an important financial resource available to students who need help and who are willing to pay for part of their education with their future earnings. Loans are normally used to provide supplementary assistance to men and women receiving gift dollars but are occasionally awarded to students with genuine need where gift funds are not available. If a student's summer or academic year earnings are in excess of the amount expected by the College, the student may choose to decline all or part of the loan (or campus employment) offered.

National Defense Student Loans

In 1958 Congress passed the National Defense Education Act which provides loan funds for needy undergraduate and graduate students. These funds are allotted to institutions of higher education which in turn award them to students. The repayment period of National Defense Student Loans begins nine months after the student completes his full-time course work and extends over a ten-year period. Interest at 3% per year begins to accrue at the beginning of the repayment period. During periods of military service or service in the Peace Corps (up to a total of three years) and during full-time graduate work, no interest is charged and no repayment is required.

State Loan Programs

The College will assist students in securing loans through their local banks under the terms of the Guaranteed Insured Loan Program as established by the Higher Education Act of 1965.

Part-Time Employment

In most cases, part-time employment on the campus or jobs established through the Federal Government's Work-Study Program range in remunerative value from $100 to $300. The majority of student jobs are in the dining hall, library, and various administrative offices. Work schedules are such that they do not interfere with a student's academic program. These jobs normally involve six to twelve hours per week. Students assigned campus employment are expected to work the entire term including examination periods.

In addition to on-campus employment, opportunities exist for employment in the community. Since Lake Forest is a residential and academic town (rather than commercial), off-campus employment generally involves jobs in local restaurants, tutoring, secretarial duties, babysitting, general housework, gardening, etc.

LFC laboratories employ students part-time.

College Expenses

Resident Students	
Comprehensive Fee	$3039.00
Non-Resident Students	
Tuition	1989.00
(Health insurance optional—$50.00)	
Part-Time Students	
One Course	263.00
Two Courses	463.00

Auditing Students

Per course (when student is not full time) . . . . one-half charge for credit.

The College reserves the right to change charges as occasion demands. All resident students are required to pay the Comprehensive Fee (room and board).

SCHEDULE OF PAYMENTS

Entering First Term

Resident		*Non-Resident*	
On or before August 1, 1968	$ 250.00	On or before August 1, 1968	$ 250.00
By September 15, 1968	1159.00	By September 15, 1968 (Health insurance, if desired—$50.00)	439.00
By December 28, 1968	815.00	By December 28, 1968	650.00
By March 15, 1969	815.00	By March 15, 1969	650.00
TOTAL	$3039.00	TOTAL	$1989.00

Entering Second Term

Resident		*Non-Resident*	
By November 28, 1968	$ 250.00	By December 28, 1968	$ 676.00
By December 28, 1968	966.00	(Health insurance, if desired—$35.00)	
By March 15, 1969	820.00	By March 15, 1969	650.00
TOTAL	$2036.00	TOTAL	$1326.00

Entering Third Term

Resident		*Non-Resident*	
By February 15, 1969	$ 250.00	By March 15, 1969	$ 663.00
By March 15, 1969	768.00	(Health insurance, if desired—$20.00)	
TOTAL	$1018.00	TOTAL	$ 663.00

The $250.00 payment due August 1, 1968, is a non-refundable reservation deposit. New students may deduct the $100 admission deposit from the first payment due August 1, 1968.

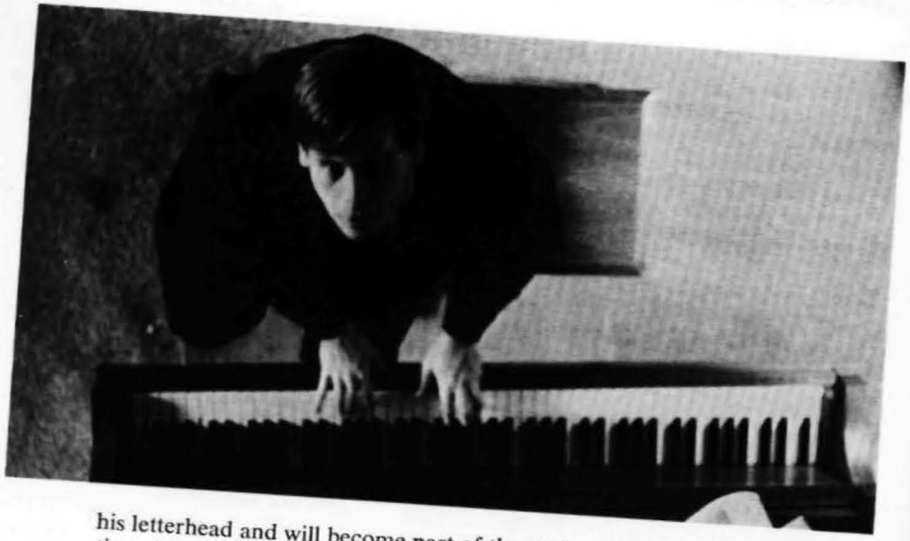
The Board of Trustees has specified that *all* tuition and fees are due on the dates indicated above. Any other arrangements must be made *prior* to such dates. *No student will be permitted to enter a dormitory or class unless the account is cleared.* Students without a meal ticket will be required to pay cash for their meals from the first meal on campus. These cash payments will not be refunded.

Two basic payment procedures are used:

One . . . . . Full payment by the dates shown above.

Two . . . . . Payments monthly by use of Education Funds, Inc., or Insured Tuition Plan, Inc. If you do not have descriptive literature on these plans, please write to the Business Office.

Lake Forest College has some student loan funds available—students interested in loans should see or write the Director of Financial Aid at least sixty (60) days before needing the funds.

All resident students are required to eat at the College dining hall. Cancellation of board charges are permitted only for reasons of outside employment or health. Health reasons must be detailed by a physician on

his letterhead and will become part of the student's health record. Cancellations for outside employment are at the discretion of the Business Office.

Diplomas and transcripts are withheld from those who have not met their financial obligations to the College.

SPECIAL CHARGES

APPLICATION FEE (to be paid only once) ..... $ 10.00
EXTRA COURSE FOR CREDIT 200.00
LATE REGISTRATION 5.00
For failure to register or complete registration on the designated days.
CHANGE IN REGISTRATION 3.00
For each change in registration made after classes begin.
SPECIAL EXAMINATIONS 7.50
For each condition or special final examination unless excused.
EXAMINATION FOR CREDIT 200.00
MUSIC—Voice, Violin, Piano or Organ
Private Instruction
One half-hour lesson a week for credit
30 lessons per year 200.00
Without credit for full-time student 100.00
One half-hour lesson per week for students taking only private instruction, credit or non-credit
30 lessons per year 250.00
Choir for credit ..... six terms 200.00
Practice Room
Organ—One hour per day ..... per term 17.00
ART STUDIO for credit ..... three terms 200.00
Without credit for full-time students ..... no charge
Without credit for part-time students ..... three terms 100.00
PARKING PERMIT 10.00
SENIOR CLASS DUES 15.00
(This is the amount for 1967–68. The senion class sets the dues each year.)

WITHDRAWALS

The educational services and activities of the College are planned on the basis of anticipated income for the academic year. It is assumed that students who enroll will remain throughout the current term. In cases where students find it necessary to withdraw during a term, only a portion of the term charges can be refunded.

Rooms are rented on a yearly basis only and no refunds are made. The application fee and admission deposits paid by new students are not refundable.

Non-attendance at classes or moving from the dormitory does not constitute withdrawal and the last date of class attendance is not the termination date used in adjusting charges. Official withdrawal, which determines the termination date used in assessing charges, is dated from the time the proper withdrawal form is signed in the Office of the Dean of Students.

Refund is made on tuition and board only, according to the following schedule:

	Tuition Charge	*Tuition Refund*	*Board Charge*	*Board Refund*
First Week	$130.00	$520.00	$ 34.00	$136.00
Second Week	260.00	390.00	68.00	102.00
Third Week	390.00	260.00	102.00	68.00
Fourth Week	520.00	130.00	136.00	34.00
Fifth Week	650.00	0.00	170.00	0.00

Student health service, activity, and board privileges are valid only as long as a student is enrolled in the College and the cards covering these must be surrendered upon withdrawal.

These provisions apply to all students, whatever may be the reason for withdrawal or dismissal.

THE ACADEMIC PROGRAM

The Lake Forest curriculum offers students a broad and rich acquaintance with various dimensions of the world, as well as intensive investigation of subjects of special interest. Its aim is to increase and deepen the student's appreciation of Western culture, so his own specialized knowledge and skill may be set in its most meaningful context. Fortified by this background of understanding, he should attain distinctive competence in one field.

Lake Forest grants only the Bachelor of Arts degree.

Learning is not restricted to the classroom. Lectures, forums, concerts, exhibits, plays and films contribute significantly to the enrichment of the student's experience. Chicago offers educational possibilities of many sorts, and there are numerous cultural events on campus every year.

The Faculty As Teachers and Advisers

Lake Forest emphasizes superior teaching, to liberate the student from indifference, from restricted outlooks, and from dependence on the initiative and authority of others. Recognizing that the student has primary responsibility for his own education, the College seeks to quicken his awareness, help him master the means of inquiry and understanding, and foster his intellectual maturity. Many methods of instruction are used—lectures, discussions, seminars, critical reading and projects of independent study.

A glance at the faculty roster will indicate that its members are well educated. They are encouraged and expected to engage in scholarly work, and do so, but first emphasis is on their teaching function. Since every faculty member teaches some courses at the introductory level, instruction by the most experienced teachers is available to students of all levels—not reserved for the most advanced majors. Opportunities for conferences with instructors and for informal discussion outside the classroom offer additional possibilities for learning.

Academic Advisement

Every student plans his program of study with the assistance of a faculty adviser. While the decisions are his own, the adviser helps him to arrange his program to his best advantage.

During the summer prior to the freshman year, the student's academic program for the fall is developed from carefully detailed information sent

from the College. When the student arrives on the campus additional opportunities for consultation are available and adjustments are made where needed.

During the first year each student is assigned to a faculty member who is his academic adviser. Toward the end of the year, in consultation with the adviser, the student may select an academic major, though a specific choice is not mandatory until the close of the sophomore year. This choice is not absolutely binding since the College's general academic program has considerable flexibility, but a change of major after the start of the junior year may require an additional term or summer work to meet all the requirements. Once the student has chosen a major, the chairman of that department serves as his faculty adviser.

Requirements for Graduation

A student's course work may be divided into three parts; a series of general education requirements intended to give breadth to his educational experience, a program of major study within one department or in two or more related fields, and a number of free electives.

To qualify for graduation a student must:

—show competence in a foreign language;
—complete satisfactorily the divisional requirements stated below;
—complete satisfactorily nine or more courses, up to a maximum of thirteen, in his major field;
—complete the last eighteen courses at Lake Forest; and
—meet the physical education requirement.

General Education Requirements

The departmental curricula are divided into three divisions designated Divisions I, II, III. Division I includes the following: English, Fine Arts (Art History, Music, Dramatic Art), Foreign Languages (French, German, Greek, Latin, Russian, Spanish), History, Philosophy, Religion, and Western Civilization. Division II includes Economics, Government, Psychology, Sociology and Anthropology. Division III includes Biology, Chemistry, Mathematics, and Physics. Students are required to take four courses in Division I, which may be chosen from any courses offered in the departments in this Division except those in beginning and intermediate foreign language; three courses in Division II; and three courses in Division III, except for Mathematics 11 and the elementary course in statistics, Mathematics 15. A student may elect all three of his Division III courses in one department or he may take two courses in the natural sciences and one course in mathematics.

Proficiency in one foreign language as demonstrated by satisfactory completion of the *21* level course or its equivalent in a foreign language or by special examination scheduled at certain times during the year is required.

Except in the classical languages, competence in speaking the foreign language is also expected.

Proficiency in mathematics appropriate to the courses elected is expected. Students deficient in secondary school mathematics will be given special help.

All students are expected to have competence in the use of the English language when they enter college and to exhibit it in all written work. Those found to be deficient will be given special help.

Students are required to pass a test of physical fitness and to demonstrate competence in two sports, at least one of which must be an individual sport.

Students are required to attend Commencement to receive their diplomas.

Advanced Placement

Students who have successfully completed Advanced Placement courses and taken the appropriate examinations provided by the College Entrance Examination Board may apply for college credit for this work. Grades of *4* or *5* on the examinations entitle students to credit. If the grade is *3*, the College department concerned reads the examination and determines whether college credit should be given. *Grades 1* and *2* do not entitle students to credit.

Major Study

Toward the close of his freshman year the candidate for the degree of Bachelor of Arts may select a major from the following list:

American Civilization	History
Art History	International Relations
Biology	Mathematics
Chemistry	Music
Economics	Philosophy
English	Physics
French	Psychology
German	Sociology and Anthropology
Government	Spanish

A student must take a minimum of nine courses in his major, but no more than thirteen may be credited toward graduation. Specific course requirements and sequences are stated in the list of departmental offerings.

Students are also encouraged to consider interdepartmental majors in addition to the one in American Civilization. Correlated work in the Department of Religion and in one or more other departments in any of the divisions might, for example, be elected as a major.

In the spring term of the senior year each student must take a written examination in his major. Satisfactory performance in this examination is a requirement for graduation. Only two opportunities to pass the examination are permitted.

Study Terms Abroad

Students who have completed French, Spanish or German 22 (Composition) may apply for enrollment in the Fall Term in Dijon or Madrid or in the Spring Term in West Berlin. Classes in French or Spanish or German literature as well as in art or music history and culture and history of the country are offered. The professors, who teach the courses in the language of the country, are faculty members or scholars of note. Each student selects three courses of five or six that are available. Since the classes are a regular part of the academic schedule of Lake Forest College, credit is given by Lake Forest.

Information about the programs can be obtained from the Chairman of the Department of Foreign Languages.

A Winter Term in Italy will emphasize art history (taught in English) as well as the study of the Italian language. The program will be located in Florence and will begin in 1968–69.

INDEPENDENT STUDY AND SENIOR THESIS

Independent Study

Qualified juniors and seniors may engage in independent study. The College sees distinct advantages in such work: it permits the student to follow his individual interests beyond the limits of a formalized course; it encourages his independence by giving him freedom to read extensively and major responsibility for the work to be done; and it provides familiarity with the procedures and tools of scholarly inquiry.

Senior Thesis

With the approval of his adviser and the Dean of the Faculty, a student in his senior year may write a senior thesis based either on library or laboratory and library research. This thesis may take the place of one or, more commonly, two courses in the major field. The student prepares an outline of the proposed project for the examination of his adviser and the Dean of the Faculty. After completion of the work, the student is examined on the thesis by a committee appointed by the Dean of the Faculty. This committee will include the faculty member who supervised his thesis, as chairman, and three or four others, at least one of whom will be from another department than the one in which the thesis was prepared. Approved copies of the thesis, signed by members of the committee and by the Dean of the Faculty, must be submitted, one to the department and one to the Dean's office for filing in the College Library.

Credit by Examination

If a student believes that he is able to meet the requirements of a regular course without attendance at class meetings, he may request permission to pass the course by examination. He must have the consent of the instructor and the approval of the Dean of the Faculty, and the instructor may make requirements in addition to the examination when these seem appropriate. The charge for the examination for credit will be equivalent to the charge for a course.

Academic Regulations

The academic year consists of three terms, in each of which the normal load is three courses. Non-credit courses in education, and courses in studio art or music which must be pursued for three terms in order to receive credit, may be taken in addition.

Credit

Credit for study at Lake Forest is recorded by courses rather than by hours. For conversion purposes, the value of a course is three and one-third semester hours or five quarter hours. Thirty-six courses are required for graduation.

Grades

Three passing grades are used at the College. These are *honors* (H), *high pass* (HP), and *pass* (P). The *honors* grade is given for outstanding work. The *high pass* grade indicates that the work is of superior quality but not outstanding. Other work of passing quality is given a grade of *pass*.

At Lake Forest, however, students may choose for each course whether to receive "credit" only or a grade in the course. Students who fail a course are given a grade of *failure* (F) under either choice. An *incomplete* (I) is given a student who is passing but, because of illness or some other reason beyond his control, has not completed the work of the course. An *incomplete* may be given only upon the initiative of the instructor and with the permission of the Dean of the Faculty. An *incomplete* can be replaced by any other grade if the work is finished within one academic month after the student re-enrolls in the College; otherwise it becomes an F. Approved withdrawal from a course within the first four weeks of a term will result in a grade of *Withdrawal* (W). Approved withdrawal after four weeks will result in a grade of W if the student is passing the course and a grade of *Withdrawal Failure* (WF) if he is not.

The condition grade of (X) permits a student to take another final examination or repeat other work in the course at the discretion of the instructor. A conditional grade is regarded as a failure until it has been removed. If the work is satisfactorily repeated within the period of time set by the instructor, which must not be later than one month after re-enrolling, the grade is changed to a *pass* (P); otherwise, it becomes a *failure* (F).

The warning grade of (Y) is given only to freshmen at the time of the midterm grade report when a student is barely passing a course.

Grade reports for failing, barely passing, or incomplete work are made to all freshman students at midterm. Final grade reports are mailed to students at their homes at the close of each term.

Registration

Each spring students enrolled in the College register for the next academic year. New students choose their courses during the summer preceding their entrance to the College. Registration is completed on designated registration days in September. Necessary changes in registration may be made on forms obtained in the Office of the Registrar. The original of this form must be signed by the student's adviser and may also require the approval of the Dean of Students. The change is not official until the form is returned to the Registrar. A fee of $3 is charged for changes made after classes begin. Withdrawal from a course is regarded as a change in registration and is handled in the same manner. Failure in the course will be recorded for those who do not comply with this regulation. Except in unusual circumstances and for reasons beyond his control, a student may not withdraw from a course or register in a new course after the end of the first week of the term.

Academic Standing

A student will be classified as a sophomore if he has completed eight courses by the beginning of his second year in college, as a junior if he has completed seventeen courses by the beginning of his third year, and as a senior if he has completed twenty-seven courses by the beginning of his fourth year.

Only students who qualify for sophomore, junior, or senior standing in the fall of their second, third, or fourth years, respectively, are eligible to re-enroll.

A student who fails three courses in a given year will be dismissed. Each course that he fails must be made up by approved summer work, normally taken at Lake Forest.

The Dean of the Faculty or the Dean of Students may place a student on academic probation or dismiss him from the College at the end of any term if, in their judgment, the quality of the student's work justifies such action.

Auditing Courses

Students who wish to acquaint themselves with a subject without receiving credit may audit courses, with the permission of the instructor. Auditors are not subject to the requirements of the course, but their participation in the course should be serious. Full-time students need pay no audit fee; for part-time students the charge is one-half the cost of the course for credit. Examination for course credit will not be permitted in an audited course.

Class Attendance

Students are expected to be present at all meetings of their classes, beginning with the first, unless prevented by illness or other emergency or by participation in a College-approved function. Each instructor has the right to establish specific regulation regarding attendance which may seem best suited to his particular course. A student may be dropped from a course with an *F* grade because of excessive absences.

Withdrawal from College

A student who finds it necessary to withdraw from college must confer with the Dean of Students and file a withdrawal form. Failure in his courses will be recorded for a student who does not withdraw through the Office of the Dean of Students. Rules governing refunds to students who withdraw are given on page 29.

Honors and Prizes

Graduation with Honors

Graduation with Honors is based upon superior performance in the senior major examination. Special Honors in Senior Thesis are awarded students whose theses, in the opinion of the examining committee, are worthy of this recognition. The names of students so honored will be noted in the commencement program and their diplomas will be appropriately inscribed in recognition of their outstanding scholarship.

The Dean's List

The Dean's List recognizes students who have received one honors grade and two high pass grades or better in a given term.

Honorary Scholastic Societies

Phi Beta Kappa is a national honorary scholastic society open to men and women with superior achievement records. The Lake Forest College chapter is Theta of Illinois. Both faculty and students are members.

Phi Eta Sigma is a national honor society for freshman men. The chapter was established at Lake Forest in 1929. Its purpose is to foster scholarship. Membership is determined on the basis of high scholastic achievement.

The McPherson Prizes

The sum of three thousand dollars was contributed in 1889 by friends of the Reverend Simon J. McPherson to found the four prizes to be named in his honor. In practice, the prizes in English, philosophy, foreign languages, and dramatics are usually awarded to graduating seniors.

A prize of twenty-five dollars may be given annually for work of superior grade in each of these fields.

The Class Scholarship Awards

The student having the best scholastic record in each class for the three terms (two terms for freshmen) preceding that during which the annual Honors Day Convocation is held will be honored by having his name engraved on a plaque which hangs in the Commons.

The Lettermen's Plaque

The athletic letter-winner having the best scholastic record for the three terms preceding that during which the annual Honors Day Convocation is held will be honored by having his name engraved on a plaque which hangs in the Alumni Memorial Field House.

The Emma O. Haas Memorial Awards for Merit in Scholarship

The late Judge John F. Haas of Chicago, a graduate in the class of 1900, established at the College annual awards totaling one hundred dollars, designated as the "Emma O. Haas Memorial Awards for Merit in Scholarship" in memory of his mother. These awards are announced and given on the day of the annual Honors Convocation in the following amounts:

Fifty dollars to a senior class student outstanding in scholarship, to be selected by the faculty from those attending Lake Forest College the entire four years.

Twenty-five dollars to a junior class student outstanding in scholarship, to be selected by the faculty from those attending Lake Forest College the entire three years.

Twenty-five dollars to a sophomore class student outstanding in scholarship, to be selected by the faculty from those attending Lake Forest College the entire two years.

The Fredericka L. Stahl Memorial Awards for Excellence in Science

Judge Haas also established, in memory of his grandmother, annual awards of fifty dollars to be known as "The Fredericka L. Stahl Memorial Awards for Excellence in Science." The recipients of the awards are determined by a committee of faculty members and announced on Honors Day. The prizes are awarded to the senior class students who have the best records in the field of the natural sciences during the four years they have attended Lake Forest College. Students who major in biology, chemistry, and physics are eligible. Excellence in the natural science courses forms the primary basis of selection. Attitude, habits of work, and spirit of cooperation are all taken into consideration by the committee making the selection.

The Harold Bartlett Curtis Prize in Mathematics

In 1967 alumni and faculty members who knew Professor Harold Bartlett Curtis during his long period of service to Lake Forest College created an endowment fund in his honor in order to establish a prize to be awarded annually, usually to a senior, who is judged by the faculty of the Department of Mathematics as the outstanding student majoring in mathematics. The prize is an appropriate set of books chosen by the recipient in consultation with the Mathematics Department.

The Scott Award in Religion

In 1957, Miss Mildred Scott of Cleveland, Ohio, established by endowment, "The Scott Award for Excellence in the Study of Religion." The annual award of twenty-five dollars honors her parents, Mr. and Mrs. Lyman H. Scott. It is given to that student, usually a junior, who, in the opinion of the faculty in the Department of Religion, has done the most outstanding course work in that department. The prize was first given in 1957.

The Sterling Price Williams Prize

The Sterling Price Williams Prize in psychology, given by friends in honor of Dr. Williams, Emeritus Professor of Psychology and Philosophy at Lake Forest, consists of books on the subject of psychology chosen by the recipient. The student to whom the award is made is selected by the members of the faculty of the Department of Psychology as the senior psychology major who shows greatest promise in this field.

The Gail DeHerder Prize in Creative Writing

The Class of 1959 established a memorial fund to honor Gail DeHerder, a member of the class for three years. The income from this fund is used to provide a prize of twenty-five dollars to be awarded each year to the senior woman who submits the best piece of creative writing. Only students who have been in attendance at Lake Forest College the entire four years are eligible to compete.

The Digamma Alpha Upsilon Freshman Award

The Digamma Alpha Upsilon Fraternity awards annually a prize of twenty-five dollars to a freshman man who has been on the Dean's List at least one term, who has been awarded one letter in a varsity sport, and who has through his own effort most benefited the Lake Forest College Community. The selection is made by the College.

The Edward H. Oppenheimer Memorial Prize

Awards are given each year to a senior man and a senior woman who are judged by a committee consisting of students, faculty members, and the Dean of Students to have contributed most to the College community. This prize, given by James K. Oppenheimer of the Class of 1965, honors his father.

The Chemistry and Physics Achievement Awards

The Chemical Rubber Publishing Company of Cleveland, Ohio, gives annually a copy of the *Handbook of Chemistry and Physics* to each of the two outstanding students in freshman chemistry and in freshman physics. The recipients are selected by the faculty of the Departments of Chemistry and Physics.

The Cultura Hispanica Honorary Diploma

The Diploma is awarded to outstanding students of Spanish in upper level courses in American colleges and universities by the Institute of Hispanic Culture of Madrid, associated with the University of Madrid.

Teachers College, Columbia University, Prize

Teachers College of Columbia University gives to Lake Forest College each year a book to be awarded to the member of the Junior class who shows "the most constructive intellectual interest in educational issues".

The Scholarship Trophies

Scholarship trophies, one for men and one for women, are awarded annually on Honors Day to the organized social group whose members and pledges have the best scholastic record in the preceding three terms. The trophies are passed from the winners of one year to the new winners until

the space provided for engraving the name of the winning group is filled. The trophy is then retired and awarded to the group whose name appears the most times on the cup.

The Jacob Wardwell Edwards Prize

The Jacob Wardwell Edwards Prize Fund was established by the College in 1968 through gifts from friends and relatives in memory of Mr. Edwards, former Director of Admissions. The prize is to be given annually to the freshman student who is judged to have demonstrated the most outstanding qualities of leadership by a committee composed of the Dean of Freshman, the Director of Admissions, and the immediate past President of the Community Government Association.

COURSES OF INSTRUCTION

The courses of instruction are listed by departments, which are arranged alphabetically.

Term courses which are related and have a common title are designated by the letters a, b or c following the number of the course. Ordinarily the preceding term is a prerequisite to the one-term course which follows in such a sequence.

The letters F (Fall), W (Winter), and S (Spring) indicate the term in which a course is normally available. A comma between two or three of these, such as F,W,S, means that the course is repeated in each of the terms designated. In a sequence of courses designated by a common name and having the letters a,b or c to indicate this relationship, the terms during which the sequence is available are given without commas. Thus, if courses 11a,b,c are scheduled so that 11a comes in the fall, 11b in the winter, and 11c in the spring, this will be indicated by the letters FWS, written without commas. Except where noted, the first course in a sequence is prerequisite to the second, and the second to the third.

AMERICAN CIVILIZATION

Committee:
Professors SPROAT, VOSS
Associate Professor ZILVERSMIT
Assistant Professor WENUM

Students wishing to expand beyond the limits of the traditional disciplines will perhaps find in the American Civilization program a range of studies wide enough to contain their interests. By providing an inter-disciplinary approach to the study of an entire civilization, the program searches for an understanding of the relations among institutions, ideas, and the artistic imagination within the American experience. The student acquires a firm command of the history, literature, and political institutions of the United States, and chooses, according to his interests, additional studies among the allied fields of anthropology, economics, fine arts, philosophy, religion, and sociology. The aim is not merely to collect course offerings from the various departments; rather, it is to enable the student to synthesize the entire American experience through his own work. Independent study, thus, is an important part of the American Civilization program.

The major consists of the following required courses:

History 22a; English 21b; Government 31; History 41a, b; and American Civilization 45 (senior seminar) and five courses selected from the following: American Civilization 21; Art 38; English 21a, 45; Government 11, 32, 38, 23, 39, 41; History 22b, 23, 24, 32, 39, 42, 47; Economics 11, 31; Music 38; Philosophy 32; Religion 32; Sociology 23, 34, 41.

ARTHUR ZILVERSMIT, *Chairman*

21 *Problems of Urban America* MR. ZILVERSMIT

The course integrates the practical experience of tutoring in the urban ghetto with the framework of an intellectual understanding of contemporary urban problems, develops techniques of dealing with education in the contemporary urban community, and demonstrates methods by which the small liberal arts college can make a direct and meaningful contribution to the larger society of which it is a part. Prerequisites: Sociology and Anthropology 11 and permission of the faculty coordinator of the course.

45 *Seminar* S MR. ZILVERSMIT

Studies in American Civilization: "The Negro in America"

BIOLOGY

Professors LOUCH, LUNN
Associate Professor † GIERE
Assistant Professors RUNGE, TOWNSLEY, WEIK
Instructors GOLDINGER, JANSEN, SUNDBERG

"Science is playing an ever more important role in giving form and substance to our culture. Social judgments in a democracy are made by citizens as a whole. In order to act intelligently, a general knowledge of science becomes a must for our citizens. The science teacher has to assume a large part of helping our citizens understand science." (R. G. Gustavson in *College Teaching as a Career.*)

In offering Biology 11a,b,c, the Department of Biology aims to give the liberal arts student a cultural appreciation of biology, an understanding of the place of science in the world today, and an introduction to scientific methods through laboratory work which employs the experimental approach.

The major in biology is designed to meet the needs of students preparing for graduate study in the life sciences, for teaching, and for professional education in the several fields allied to medicine and the healing arts.

Because much of modern biology is leaving the descriptive phase and entering the analytic phase, and because the life scientist observes the life processes in terms of quantitative physics and organic and physical chemistry, the biology major will be strongly advised to obtain a solid foundation in those cognate areas. A knowledge of mathematics through the calculus will also be valuable. The department is interested in a good foundation, not only in the student's scientific field of interest, but in the humanities as well.

The major includes at least nine courses in the department (exclusive of Biology 11a,b,c). One year of chemistry is also required. There is no formal sequence of courses which constitute the major, but first year students are encouraged to take Biology 15a,b,c. Chemistry 11a,b,c or 12a,b,15 may be delayed until the second year. The major offers ample opportunity for the able student to include an independent study or a senior thesis project under the supervision of one of the faculty. Ecology, genetics, and cell physiology courses should be included in the major.

The College has a chapter of Beta Beta Beta, the undergraduate honorary society for biology students.

FREDERIC A. GIERE, *Chairman*

11a,b,c *General Biology* FWS

Principles of biology (for students specializing in areas other than the natural sciences). Four class hours and three laboratory hours per week.

† Sabbatical Leave of Absence, 1968–69.

15a,b,c *Vertebrate Biology* FWS — MR. GIERE, MRS. LUNN, MR. SUNDBERG

A three-term course (the initial course for those planning to major in biology), consisting of a comparative study of the development, structure and function of vertebrate organisms. Four class hours and six laboratory hours per week.

21 *Field Botany* S — MR. WEIK

The taxonomy, morphology and ecological distribution of vascular plants, with special emphasis on the flowering plants of Northern Illinois. Three class hours and six laboratory hours per week. The laboratory work will include frequent field trips.

22 *Cryptogamic Botany* F — MR. WEIK

A phylogenetic presentation of the major representatives of the cryptogams, with emphasis upon their morphology, physiology, ecological distribution and evolutionary history. Three class hours and six laboratory hours per week.

23 *Invertebrate Zoology* S — MR. LOUCH

A phylogenetic presentation of the major representatives of the invertebrate members of the animal kingdom, with emphasis upon their morphology, physiology, ecological distribution and evolutionary history. Three class hours and six laboratory hours per week.

31 *Ecology* F — MR. LOUCH

The relationships between organisms and their environments. Three class hours and six laboratory hours per week. The laboratory work includes frequent field trips. Chemistry 11a,b,c or 12a,b is recommended.

32 *Anatomy and Physiology of Vascular Plants* W — MR. TOWNSLEY

Study of the internal structure of vascular plants, with emphasis on the development, reproduction and embryogenesis of the Angiospermae. The physiology of movement and translocation of materials (organic and inorganic) in plants, mineral nutrition and growth will also be considered. Three class hours and six laboratory hours per week. Chemistry 11a,b,c or 12a,b is recommended.

33 *Genetics* F — MR. RUNGE

Fundamental principles of genetics, with emphasis on the chemical and physiological action of the gene. Four class hours and three laboratory hours per week. Chemistry 11a,b,c or 12a,b is recommended.

41 *Cellular Physiology* W — MR. RUNGE

A consideration of the fundamental physiological processes of plant and animal cells. Three class hours and six laboratory hours per week. Prerequisites: Chemistry 11a,b,c or 12a,b, senior standing or consent of the instructor.

45 *Seminar* S

Current problems in biology. Prerequisite: Six courses in biology and the consent of the instructor.

CHEMISTRY

Professor COUTTS
Associate Professor MARTIN
Assistant Professors BIXLER, THOMPSON
Instructor KLINGBEIL

The department offerings are arranged so as to meet the needs of three groups of students—(1) those majoring in chemistry, (2) those studying closely related fields, such as biology or physics, and (3) those electing to fulfill the College's science requirement through the study of beginning chemistry. No attempt is made in the sequence of chemistry courses to "cover" the chemical behavior of all known substances—the body of chemical knowledge is expanding and undergoing modification at far too great a rate for such an approach to be a useful or meaningful one. Instead, emphasis is laid upon the efficacy of the scientific method as a tool for probing nature's mysteries, upon the development of broad theories which allow correlation of seemingly separate bits of knowledge into an integrated whole, and upon the application of these broad general principles to new, unstudied situations.

The chemistry major who pursues the curriculum built around these points of emphasis should acquire a mastery of the basic laws and theories dealing with the interactions of matter, and develop techniques which will allow him to engage in further study and investigation—whether in the role of a practicing chemist or in additional work at the graduate level. The major from an allied field who elects to study a portion of the chemistry curriculum will achieve a greater mastery of his own subject through a broadened appreciation of the interrelationships existing within the sciences.

The non-science major who completes a study of Chemistry 11 should acquire insights into the methods of science and an appreciation of the scientific method as an approach to problem solving; it is further hoped that he will have his curiosity sufficiently aroused with respect to things scientific that he will continue to follow intelligently the ever-unfolding story of new developments in science as they are communicated to informed laymen by their discoverers.

Majors in chemistry ordinarily take all listed courses (starting with Chemistry 12); research leading to a thesis is also strongly encouraged. A minimum major usually comprises Chemistry 12a,b; 15; 22a,b,c; 32a,b,c. All chemistry majors need to take mathematics through the calculus and the beginning course in physics; additional work in both fields will be helpful for students planning graduate study in chemistry. German is strongly recommended for the student's language study; Russian or French would be helpful second foreign languages. The department is on the approved list of the American Chemical Society; graduates wishing ACS certification should consult with the department chairman regarding course requirements.

JOHN W. COUTTS, *Chairman*

11a,b,c *General Chemistry* FWS

The structure of matter from an historical and phenomenalistic viewpoint in the first term. The "how and why" of chemical reactions with emphasis on inorganic examples in the second term. Principles of organic and biological chemistry in the third term. The first term (11a) is a prerequisite for the second and third terms, but the second term (11b) is not a prerequisite for the third term. Designed for students not expecting to take further work in chemistry. Four hours of lecture and one three-hour laboratory per week.

12a,b *General Chemistry* FW

Parallels Chemistry 11 in first term, but with additional emphasis on topics of primary interest to natural science majors; second term includes qualitative analysis. For chemistry majors and others expecting to take Chemistry 15 and 22. Four hours of lecture and one four-hour laboratory per week.

15 *Quantitative Analysis* S — MR. BIXLER

Theory and applications of classical and basic instrumental methods in the quantitative estimation of substances in mixtures. *Prerequisite: Chemistry* 12b or consent of instructor. Three hours of lecture and two four-hour laboratories per week.

22a,b,c *Organic Chemistry* FWS — MRS. KLINGBEIL, MR. MARTIN

Chemistry of carbon compounds, with emphasis upon the application of modern principles to structure, reactivity and methods of synthesis. The laboratory work includes some systematic identification of organic compounds. First two terms meet the requirements of most medical schools. Prerequisite: Chemistry 15 or consent of instructor. Four hours of lecture and one four-hour laboratory per week.

32a,b,c *Physical Chemistry* FWS — MR. COUTTS

Theoretical aspects of chemistry as exemplified in the laws of thermodynamics, kinetics, equilibrium, electrochemistry, and studies of the states and structure of matter. Includes wave-mechanical and statistical-mechanical interpretations of atomic and molecular structure and interactions. Prerequisite: Chemistry 15, Physics 11c or 12c, and Mathematics 12c, or consent of instructor. Four hours of lecture and one four-hour laboratory per week.

41 *Instrumental Methods* F — MR. BIXLER

Theory and operational techniques involved in the use of instruments in all branches of chemistry, with emphasis on analytical applications. Includes such fields as electrochemical, optical, radiochemical, and chromatographic methods. *Prerequisite: Chemistry* 32c or consent of instructor. Three lectures and two four-hour laboratories per week.

42 *Inorganic Chemistry* W — MR. THOMPSON

Structure and bonding as related to physical and chemical properties. Descriptive chemistry is used to demonstrate the applications of principles and periodic relationships. Includes coverage of molecular orbital theory, electron deficient molecules, and ligand field treatment of coordination compounds. Prerequisite: Chemistry 32c or consent of instructor. Four lectures and arranged laboratories.

44 *Special Topics* S

Particular subject matter and meeting pattern varying from year to year. Variable hours of lecture and laboratory according to nature of subject matter. Prerequisite: Chemistry 41 and 42 or consent of chairman.

45 *Seminar*

Prerequisite: Consent of chairman. Offered upon demand.

ECONOMICS

Professors HERLIHY, NICHOLAUS, ROTTENBERG
Associate Professor WEINER
Assistant Professor REYNOLDS
Lecturer ‡ HALE
Instructors ERICKSON, STARSHAK

The study of economics provides no royal road to future material success. But it does provide an increased awareness and understanding of some of man's fundamental problems. As one of the social sciences, economics takes as its province those areas of human behavior directly related to decision-making in a realm which concerns each of us greatly: the making and enjoying of material things, and how we as individuals and as members of organized society choose to use material factors to satisfy our many wants.

Since the productive resources available to man—natural resources, labor and capital—are limited, it follows that the basic economic questions facing men in any society are: (1) how available resources are to be allocated among their alternative uses, and (2) how the total output is to be distributed among members of that society. In seeking answers to these questions, economics considers how different human societies have been, and are now organized. No universal method of social and economic organization exists; consequently different societies have arrived at different answers to the questions posed.

At Lake Forest, the study of economics involves several related approaches. First, economic theory is used to simplify problems, and as a method of analysis. Second, various institutional arrangements common to western societies (the corporation, labor unions, government agencies) as well as major areas of concern in all economies (economic growth and development) are examined. These approaches are designed to help the student understand economic problems, and to provide criteria for judging alternative solutions.

It is possible to begin the study of economics at Lake Forest College at either the freshman or sophomore level. The first year's work includes a course in the principles of economics, designed both for students who may wish to do advanced work in economics, and also for those students wishing to take only one course. In addition, a course in the economic development of emerging nations is offered at this level.

The student contemplating a major in economics is strongly urged to take the courses in micro-economic theory (Economics 21a,b) in his sophomore year, and in macro-economic theory (Economics 22a,b) in either his sophomore or junior year. These courses are designed primarily to

‡ Part-time Teaching, 1968–69.

give the student additional knowledge and facility in applying the tools of economic analysis to economic problems, and to provide the foundation for most of the junior-senior level courses. The latter courses are concerned with the further study of special fields in economics, ranging from labor problems to international trade.

The major includes as a minimum Economics 11; 21a,b; 22a,b; and any four of the following: Economics 31, 32, 33, 34, 35, 36, 37a,b and 45

Students contemplating graduate work in economics are urged to elect History 23 and 25, as well as several courses in mathematics, including Mathematics 15. Economics 11 is a prerequisite to all other courses in the department except Economics 13a,b, which is not credited to the major.

H. MURRAY HERLIHY, *Chairman*

11 *Principles of Economics* F,W,S

Structure, function and problems of the American economy, with emphasis on application of economic principles to analysis of current economic issues.

12 *Economic Growth and Development* F,W,S MR. ERICKSON

The principles and problems of economic development in the emerging nations of the world.

13a,b *Accounting* FW and WS MR. NICHOLAUS, MISS REYNOLDS

The fundamental principles and procedures of accounting for business enterprises (first term). Analysis and interpretation of accounting statements and data for management purposes (second term).

21a,b *Price Theory and Its Applications* FW and WS
MRS. HALE, MR. HERLIHY, MR. WEINER

Theoretical and empirical analysis of market structures, behavior, and performance in American industry. The first term (21a) concentrates on monopoly and pure competition. The second term (21b) concentrates on monopolistic competition and oligopoly.

22a,b *Income, Employment and Money* FW and WS
MR. ERICKSON, MR. STARSHAK

Application of macro-economic models to the analysis of monetary and fiscal policy measures in connection with problems of employment, the price level and economic growth. In the first term (22a) determinants of the major components of national income are examined in detail. The second term (22b) builds on the material covered in 22a, and analyzes theories of economic growth in advanced western economies in the light of current policy problems. Economics 22a is a prerequisite to 22b.

31 *Labor in the American Economy* S MR. HERLIHY

Analysis of the labor problems of American industrial society, in the context of trade unionism and collective bargaining, and the economics of the labor market. Prerequisite: Economics 21a or consent of instructor.

32 *International Economics* W MR. WEINER

Analysis of principles, institutions and policies of international trade. Prerequisite: Economics 21a and 22a or consent of instructor.

33 *Business Organization and Public Policy* F MRS. HALE

Analysis of the fundamental economic problems of the social control of business activity. Prerequisite: Economics 21b or consent of the instructor.

34 *Recent Developments in Monetary Economics* S MR. STARSHAK

Current controversies and latest developments in the areas of monetary theory and policy. Prerequisite: Economics 22b.

35 *History of Economic Thought* F MR. STARSHAK

Survey of the history of economic concepts, with emphasis on the development of various theories in economic policy and analysis. Prerequisite: Economics 21b and 22b.

36 *Corporation Finance* W MR. NICHOLAUS

Assessment of the impact of the corporation on the economy. Analysis of the corporation's demand for funds, internal and external sources of supply, and the costs to the firm. Prerequisite: Economics 13b or consent of the instructor.

Professor Weiner (right) with Kenneth Boulding and students.

37a,b *Current Economic Theory* W,S MRS. HALE, MR. ERICKSON

Analysis of contemporary economic research and theory. Open to economics majors in their junior year who have completed Economics 21b and 22a. Not open to seniors.

45 *Senior Seminar* F MR. ROTTENBERG

Application of economic analysis to selected contemporary problems. By invitation. Prerequisite: Economics 37a or b.

EDUCATION

Professor REICHERT
Lecturers ‡ MORTENSEN, ‡ SLACK, ‡ TOWNSEND, ‡ M. WASYLIK
Instructor FRANKEL

Lake Forest prepares approximately 20 per cent of its students for teaching careers in both elementary and secondary schools in nearly every state of the Union.

The College is particularly proud that its teaching graduates have both a strong liberal arts background and the techniques necessary for successful teaching. Its teacher education program has long been approved by the State of Illinois and the Association of Colleges for Teacher Education, of which it is a member.

The Lake Forest program draws upon the superior schools of the area for some of its teaching personnel and supervised teaching is done in the fine local schools under experienced critic teachers. The College's three-term three-course program enables seniors to do their supervised teaching in a block of time relatively free from the burden of other college courses.

There are no majors in education at Lake Forest; secondary teachers major in a teaching field, and elementary teachers choose any college major for graduation. The College believes that teachers are best prepared by a balanced program of general education, specialized education (the major), and professional courses.

Requirements for Teaching Certificates

The requirements stated below, in addition to the graduation requirements, will qualify graduates for teaching certificates in Illinois and most other states and will also meet the standards of the North Central Association of Colleges and Secondary Schools.

The State of Illinois requires that each candidate for certification pass an examination on the constitutions of the United States and Illinois. This examination is given on the second Wednesday in May of each year, and at other times upon request.

Elementary Certificate (Kindergarten through Eighth Grade)

Art 21—Survey of the Visual Arts

Music 21—Introduction to Music Literature

Mathematics 14—Introduction to Modern Mathematics (Given the Spring term)

History 22a—Rise of the American Republic
or Government 11—American National Government

Psychology 11—Introduction to Psychology

Geography 11—Principles of Geography (not required for teachers of grades K-3)

‡ Part-time Teaching, 1968–69.

Education 21—American Education; 31—Educational Psychology; 32—Reading and Arithmetic in the Elementary School; 48—Supervised Teaching in the Elementary School (equivalent to 6⅔ semester hours credit)

The following courses are credited and are required for certification but will not be counted toward the graduation requirement:

Art Education 22—Methods of Teaching Art (not required for teachers of Grades 4 to 8)

Science Education 26—Science in the Elementary School

Social Studies Education 27—Social Studies in the Elementary School

Physical Education 28—Methods of Teaching Physical Education and Health

Secondary Certificate (Seventh through Twelfth Grades)

In preparing for a secondary certificate, any major except those such as philosophy and psychology, which are not usually taught at the secondary level, is suitable. Economics, sociology, and government majors must have two courses in each of the other departments and seven courses in history. History majors must have two courses in each of economics, sociology, and government. Prospective secondary teachers must have the recommendation of their major adviser before enrolling in Education 42, 43, or 49.

History 22a—The United States to 1877
or Government 11—American National Government

Psychology 11—Introduction to Psychology; 24—Tests and Measurements (if more than eighteen semester hours of education is desired)

Education 21—American Education; 31—Educational Psychology; 42—Principles and Philosophy of Secondary Education (Fall Term of senior year only); 43—Methods of Secondary Education (Winter of senior year only); 49—Supervised Teaching in the Secondary School (Winter or Spring of senior year only)

EDWIN C. REICHERT, *Chairman*

21 *American Education* F,S — MR. REICHERT

An introduction to the control, support, content and philosophy of American education at all levels.

31 *Education Psychology** W,S — MRS. FRANKEL

Child development, the psychology of learning, and problems of school adjustment.

* Only students enrolling for all certification requirements for the State of Illinois or some other state may count this toward the graduation requirement.

32 *Reading and Arithmetic in the Elementary School.** F MR. MORTENSEN

Methods of teaching elementary reading and arithmetic.

42 *Principles and Philosophy of Secondary Education* * F MR. REICHERT

A study of the secondary school for those who will teach in it. The curriculum, extra-curriculum, philosophy, and professional problems of teachers.

43 *Methods of Secondary Education* * W MR. REICHERT

Methods of teaching in the secondary school. To be taken concurrently with Education 49. The first seven weeks of the term plus one evening meeting per week.

48 *Supervised Teaching in the Elementary School* * W,S MISS SLACK

The entire morning will be spent in the cooperating school. Double course credit. Includes one evening meeting per week. Winter registration preferable.

49 *Supervised Teaching in the Secondary School* * W,S MR. REICHERT

Three or more hours per day will be spent in the cooperating school (sufficient time in observation and teaching will be scheduled to be equivalent to the usual five semester hours of credit). Winter registration preferable.

The following courses, required for certification, do not carry graduation credit, but will be given recorded credit on the student's academic record and should be added, one per term, to the normal three-course program.

Art Education

22 Methods of Teaching Art F MRS. WASYLIK

The media and methods of teaching elementary school art. Required only for primary grade teaching. One-half course.

Physical Education WS

28 Methods of Teaching Health and Physical Education in the Elementary School MRS. JAUCH

One-half course.

Science Education

26 Science in the Elementary School W

The content of the elementary school curriculum in science and methods of teaching. One-half course.

Social Studies Education

27 Social Studies in the Elementary School S MISS SLACK

The content of the elementary curriculum in social studies and methods of teaching. One-half course.

* Only students enrolling for all certification requirements for the State of Illinois or some other state may count this toward the graduation requirement.

ENGLISH

Professors COWLER, MILNE, VOSS
Associate Professor HENTZ
Assistant Professors BENNETT, GREENFIELD, STEPSIS
Instructors BOUQUET, ROBINSON

English, as taught at Lake Forest and at most other colleges is both a training in technique and a study of material. As a technique, English is concerned with clarity, correctness, and grace of expression as well as with precision of thought and logic of statement. The material studied in English courses is broadly called literature: the thoughts, emotions, and activities of real or imaginary people presented memorably in words. To give a generous sampling of the best of English and American literature and of foreign literature in translation, to develop habits of perceptive and critical reading, to elevate the taste and enrich the inner life of students—these are among the aims of courses in literature.

A college major in English is good for its own sake because it comprises studies which are liberal and humane. It is also good because it provides useful general preparation for employment in a variety of vocations and professions. In addition to career opportunities for English majors in fields traditionally associated with the study of English, such as teaching, professional writing, editing and publishing, employers are increasingly offering opportunities in business and elsewhere to young people who have had the advantages of a broad liberal education.

During the freshman year, the prospective English major is given background for his future work in English through the reading of a number of literary works in the courses in Introduction to Literature and Comparative Literature. These works are considered in small classes, and frequent papers are written on them which are discussed in individual conferences with the instructor. Required courses in the major include English Literature (12a,b), American Literature (21a,b), a course in Shakespeare (37a or 37b), a course in one of the periods of English literature (31, 32, 33, 35, 36), a course in contemporary literature (39a, 39b, or 39c). Courses in expository and narrative writing along with additional courses in literature (15a, 15b, 34, 38, 41, 42, 43, 44) may be elected to complete the major. Students should also elect courses in such related fields as history and philosophy. Majors who plan to do graduate work in English should enroll in the senior seminars and have a good reading knowledge of at least one modern foreign language, preferably French or German.

W. GORDON MILNE, *Chairman*

11 *Introduction to Literature* F,W,S

A study of poetry and short fiction with emphasis upon close textual analysis.

12a,b *English Literature* FW and WS

Representative writers of the various periods from Anglo-Saxon times to the present, and their place in the general history of English literature.

15a,b *Comparative Literature* W,S — MR. GREENFIELD

Readings in classical, medieval, Renaissance, and later English and Continental (in translation) literature.

21a,b *American Literature* FW and WS — MR. VOSS, MR. MILNE

Principal tendencies in American writing from colonial times to the present, with emphasis on the major writers.

25 *Expository Writing* S — MR. VOSS

The principles of clear and effective expository writing as they apply to the needs of students enrolled in the course. Extensive writing practice; individual conferences.

26 *Narrative Writing* F — MR. VOSS

The techniques of fiction writing. Practice in writing short narratives; individual conferences.

31 *English Literature of the Sixteenth Century* W — MISS HENTZ

Spenser, Marlowe, and other poets and prose writers of the English Renaissance.

32 *English Literature of the Seventeenth Century* F — MISS COWLER

Poetry and prose of Donne, Jonson, Marvell, and other representative writers.

33 *English Literature of the Eighteenth Century* W — MISS COWLER

The principal neo-classical writers, including the Restoration dramatists, Dryden, Pope, Swift, Johnson.

34 *Renaissance Drama* W — MR. STEPSIS

A study of the major plays and playwrights of the Elizabethan and Jacobean theatre.

35 *The Romantic Period* F — MR. BENNETT

The poetry and prose of Coleridge, Wordsworth, Lamb, Hazlitt, Byron, Shelley, Keats, and others.

36 *Victorian Literature* S — MR. BENNETT

The major poets and essayists, including Carlyle, Newman, Huxley, Arnold, Browning, and Tennyson.

37a,b *Shakespeare* FWS — MISS HENTZ

About a dozen plays are read in each course, with an intensive analysis of *King Lear* in 37a and of *Hamlet* in 37b.

38 *The English Novel* — MR. MILNE

Representative works by major novelists from Defoe to Conrad.

39a *Modern Literature* (drama) F,S — MR. BENNETT

Continental, British and American drama from Ibsen to the present, with special emphasis on Shaw and O'Neill.

39b *Modern Literature* (fiction) F,S — MR. VOSS, MR. MILNE

Joyce, Proust, Mann, Faulkner, Hemingway, and other twentieth century novelists and short-story writers.

39c *Modern Literature* (poetry) S — MISS HENTZ

British and American poetry since 1900, with emphasis on Yeats, Eliot, Auden, Dylan Thomas, and other major figures.

41 *Literary Criticism* S — MISS COWLER

A survey of the various approaches to literary criticism in the twentieth century, focusing on the work of Richards, Eliot, Empson, and other major representative critics (In alternate years, offered in 1969–70).

42 *Chaucer* W — MR. STEPSIS

The chief works of Chaucer and of some of his contemporaries, with emphasis on their backgrounds in medieval life and thought (In alternate years, offered in 1969–70).

43 *Milton* S — MISS COWLER

An extensive and intensive study of Milton's poetry and of his major prose works (In alternate years, offered in 1968–69).

44 *History of the English Language* W — MR. STEPSIS

Studies in the history and structure of the English language (In alternate years, offered in 1968–69).

45a *Seminar: English Literature* F

45b *Seminar: American Literature* W

Mr. Robinson's extracurricular poetry seminar

FINE ARTS

Professors MITCHELL, SCHULZE
Associate Professors BOWEN, KIRBY, SMITH
Assistant Professors CONVERSE, MARSHALL
Instructor MUSTARI
Lecturer CROYDON
Teaching Associates ‡ HUHN (*Organ, Piano*), ‡ FALLER (*Voice*), ‡ LANZA (*Flute*), ‡ PURINS (*Studio Art*), ‡ SCHEUGGER (*Violin*)

Aside from an inevitable concern with food, shelter, warmth, and the other necessities, it seems likely that some sort of preoccupation with what we call "The Arts" was one of the first consistently pursued interests of mankind. The production of wall paintings and other art objects was one of the ways in which our earliest ancestors demonstrated their essential idiosyncrasy vis-a-vis the rest of the animal kingdom, and their equally singular apprehension of, or, it may be, need for, something above and beyond the mere physical facts of the surrounding world. During the many thousands of years since early men first carved and painted the walls of their caves many changes have taken place in the forms, the purposes, and the meanings of the visual arts, and equally of all the other arts. Their capacity to diversify would seem infinite. According to the pressures and needs of society and the fashion of the time, the various arts have been used as a vehicle for religious or political propaganda, for decoration, for instruction, for story telling, for "communication," for moral or immoral reasons, for status symbols, even simply for entertainment. And yet, no matter how curious or apparently inconsistent their underlying intention and values, the arts have remained with us in some immediately recognizable form—although perhaps we still would be hard put to define their *exact* nature.

Today the arts enjoy a wider audience than ever previously. Along with the accelerating onrush of social change that this century has seen, inevitably there have developed new possibilities of popular access to the enjoyment and appreciation of art. These things are now open, not just to a privileged and cultivated minority, but rather to anyone who cares to seek them. Modern communications—the stupendous amount of books published, the vast proliferation of recordings, the ease, speed, and cheapness of travel—in combination with increased leisure have not only made a reality of what Malraux has called "The Museum without Walls," they have also led to a situation where it is arguable that we know more about the arts than ever before. Nowhere has the impact of these factors been more apparent than in America.

During the last two decades America has come to occupy a progressively more important position in world art, both as a producer and as a consumer. Everything would seem to suggest that this role is likely to grow larger rather than smaller in the future. In such circumstances it would seem obvious that some thorough and systematic understanding of all the arts must be an essential ingredient in anything that is to be called a fully rounded education for someone who is to participate wholly in our contemporary civilization and environment.

‡ Part-time Teaching, 1968–69.

The department offers two majors: Art History, and Music History and Theory. In addition it is possible for students majoring in other subjects to obtain a teaching minor in Dramatic Art.

ALEXANDER F. MITCHELL, *Chairman*

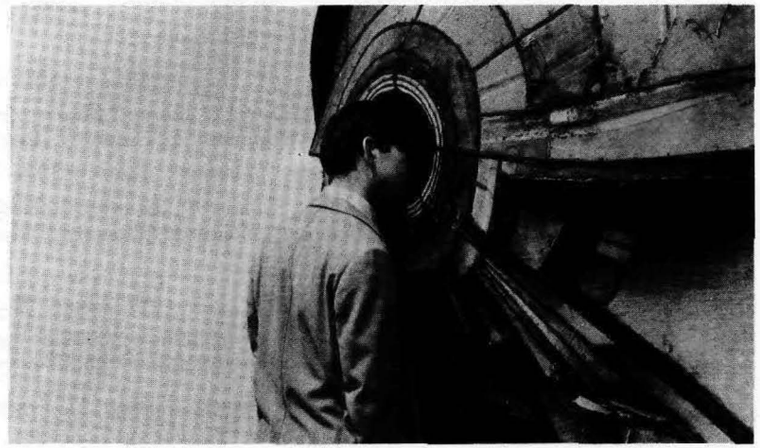
Art

The principal directions of the Department of Art are theoretical, historical, critical, and aesthetical. It is intended that the work of the department should relate directly to study undertaken by the student in other academic disciplines which may claim his attention at the College. This is in harmony with the liberal arts orientation of Lake Forest, and further is a recognition of the sternly specialized, single-minded, and lengthy training essential to a minimal accomplishment as a professional practitioner in the visual arts.

The fundamental problems which arise in an approach to art history and appreciation are explored in a basic course, The Visual Arts. This course is a required prerequisite for art majors and for all wishing to undertake further courses in art history. Subsequent advanced courses cover the main periods and styles of Western European and American art, and deal in a more detailed fashion with the main principles and development of art history, with critical and iconographical analysis, and with the other scholarly procedures accepted as essential in this field of study. During their senior year majors are expected to participate in seminar work.

Although, as stated, the principal emphasis in the department is theoretical rather than practical, instruction in the latter area is also given. In the belief that some reasonably thorough personal knowledge of actual artistic practice is an essential accompaniment to art historical study, majors are required to take one full year of studio work. The studio is open to majors and non-majors alike, and students may take—indeed are encouraged to take—more than one year of studio work, particularly should they eventually wish to make the practice of art their career or engage in graduate study in art.

Normally students commence their art historical studies in their sophomore year. Studio work may be started during any college year. One course credit in Art 11 must accompany a major in Art History, but is not counted in the list of major courses.



11 *Studio Art* FWS — MR. CROYDON, MR. PURINS

Drawing and painting, emphasizing fundamental problems in figure, still-life and landscape, frequently employing experimental approaches and assignments in design. Students who complete one year of instruction will receive credit for one course.

21 *Introduction to the Visual Arts* F,W,S

An analytic and historical survey of the visual arts from antiquity to the present.

23 *Ancient Art* F — MR. MITCHELL

Painting, sculpture, and architecture of the ancient civilizations of Egypt, Mesopotamia, Greece and Rome (In alternate years, offered in 1969–70).

24 *Medieval Art* F — MR. MUSTARI

The art of the Early Christian, Byzantine, and Medieval periods (In alternate years, offered in 1968–69).

31 *Northern Art of the Late Gothic and Renaissance* S — MR. MITCHELL, MR. MUSTARI

Painting, sculpture, and the graphic arts of the Low Countries, Germany, and France from the late fourteenth through the sixteenth century (In alternate years, Offered in 1969–70).

32 *Italian Art of the Early Renaissance* W — MR. MUSTARI

Painting and sculpture in Italy from the late thirteenth through the fifteenth century.

33 *Italian Art of the Sixteenth Century* F — MR. MUSTARI

Painting and sculpture by the High Renaissance and Mannerist artists of Italy, with special emphasis on developments in Rome, Florence and Venice.

34 *Seventeenth Century Art* W — MR. MITCHELL

Painting and sculpture in Europe in the seventeenth century (Offered in 1968–69).

35 *Eighteenth Century Art* S — MR. MITCHELL

Painting and sculpture in Europe in the eighteenth century.

36 *Nineteenth Century Art* F — MR. MITCHELL

French painting and sculpture from David to the post-impressionists, with consideration given also to the developments in Germany, England, and the United States.

37 *Twentieth Century Art* F,W — MR. SCHULZE

Painting and sculpture in Europe and the United States from Post-Impressionism to the present.

38 *American Art* S — MR. MITCHELL, MR. SCHULZE

The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from the art of the North American Indian to that of the present.

45 *Seminar* S

Dramatic Art

A major in Dramatic Art is not offered.

21 *Introduction to the Theater* F — MR. CONVERSE

Modern theatrical practices, emphasizing the many aspects of play production and play selection. Stagecraft laboratory is required.

22 *The Art of the Actor* W — MR. CONVERSE

The various theories of acting in the modern theater from Delsarte to the present, with an opportunity for students to put these theories into practice. Stagecraft laboratory is required.

31 *History of the Theater* F — MR. CONVERSE

The theory and mechanics of the drama, beginning with ancient man and continuing to the modern period, including inquiry into the playwright's art as well as study of the staging and production of specific plays.

32 *Theatrical Producing and Directing* S — MR. CONVERSE

The principles and techniques of the director's art. Each student produces and directs a play as part of the application of production theory.

33 *Advanced Acting* W — MR. CONVERSE

Principles and techniques of acting for the student who has had previous experience or training in this field. Emphasis is upon acting demonstrations and individual conferences.

34a,b *History of Drama in the Western Tradition* WS — MR. CONVERSE

(In alternate years. Offered in 1968–69.)

Music

An integrated approach to theory, history and performance is essential in the training of a music major in any liberal arts college. Consequently the course of study for music majors at Lake Forest College is planned with this in mind.

In the required theory courses, of which there are four, the students first work with such basic musical materials as melodic and chordal structures. Then they are introduced to the study of modes of formal organization and musical analysis. Combined with all these facets of study are ear training, keyboard, sight-singing, and creative work. This concentrated study of the theoretical aspects found in harmony and counterpoint is essential for full comprehension of the study of styles in the advanced history courses.

Courses in music history, like those in art, are organized on the basis of the major stylistic periods found in music literature of the Western World. In addition to the study of the development of music in its historical perspective, there is an exploration of the relationship of musical developments to those of other arts of the same period. Music 21, Introduction to Music Literature, is a prerequisite for the advance courses in music history.

Finally, a music major must demonstrate a minimum keyboard proficiency. To satisfy this requirement, students must be able to play compositions on the level of Bach's "Two Part Inventions" and some of the easier classical sonatas; also it is hoped that students will be able to sight-read simple scores.

Regular faculty members give instruction in piano, voice, and organ. Instruction in stringed, brass, and woodwind instruments is made available by special arrangement with qualified instructors from either the Chicago Symphony Orchestra or other schools.

The co-curricular musical organizations of the department are the College Choir and the Concert Chorale. Students interested in instrumental music are encouraged to become members of the Lake Forest Community Orchestra and the student-directed band. These groups present frequent concerts throughout the school year and provide excellent musical experience for all participants.

The major includes Music 21; 22a,b,c (all of which should be taken during the freshman or sophomore years); 31 a or b; 34, 35a,b; and 36. In addition, majors must have one year of applied music and some experience in choral or instrumental ensembles.

11 *Applied Music* — Miss Bowen, Mrs. Faller, Mr. Huhn, Mrs. Lanza

Private instruction in flute, piano, organ, and voice. One-half hour lesson and at least seven hours of practice per week are expected. Students who complete one year of instruction will receive credit for one course.

21 *Introduction to Music Literature* — F,W,S

The major musical styles and media of performance from the Middle Ages to the present, with emphasis upon listening. No previous knowledge of music is required.

22a,b,c *Music Theory* — FWS — Miss Bowen, Mr. Smith

Basic vocabulary; scales, intervals, triads, seventh chords, inversions of chords, and altered chords. An integrated study of four-part harmony, analysis, sight-singing, keyboard and ear training. In addition, original work is based upon examples from music of the 18th and 19th centuries.

31a,b *Counterpoint* — WS — Miss Bowen

Strict Counterpoint of the 16th and 18th Centuries. A study of "species" counterpoint using both modal and tonal approaches in projects in the first term.

A study of the contrapuntal techniques found in the inventions and fugues of J. S. Bach. Written projects will be based on the principles of free counterpoint in the second term.

32 *Advanced Music Theory* — F — Miss Bowen

Techniques of modern harmony and counterpoint. Written projects and study of contemporary scores (In alternate years. Offered in 1969–70).

33 *Music in the Middle Ages and Renaissance* — F — Mr. Kirby

Music history from Gregorian chant to the end of the sixteenth century (In alternate years. Offered in 1968–69).

34 *Music in the Baroque Period* — WS — Mr. Kirby

Representative composers from 1600 to 1750, with special attention given to J. S. Bach (In alternate years. Offered in 1969–70).

35a,b *Music in the Classic and Romantic Eras* — F — Mr. Kirby

Stylistic traits in the eighteenth and early nineteenth centuries with emphasis on the works of Haydn, Mozart, and Beethoven. In the second term, representative nineteenth century Romantic Composers: Schubert, Schumann, Liszt, Brahms, and Wagner.

36 *Twentieth Century Music* — W — Miss Bowen

Trends, techniques and leading composers of modern music, from the French Impressionists to the present (In alternate years. Offered in 1968–69).

37 *History of Opera* — W — Mr. Marshall

The literature, performance and analysis of the world's great operas (In alternate years. Offered in 1968–69).

38 *American Music* — S

Music in America from the time of the Pilgrims to the present day. This course would include not only "art" music but traditional music and jazz (In alternate years. Offered in 1969–70).

45 *Seminar in Music History* — S — Mr. Kirby

(Offered as required)

FOREIGN LANGUAGES

Professor DILKEY
Assistant Professors GENESTRE, ** SANDERS, SPEROS
Lecturers BERG, HUGHES, SALTOUN, WILTON
Instructors GARNEAU, HENKELS, MOORE, ‡ ROSSOL, SEAMAN, WALSH, ‡ WAX

The Department of Foreign Languages at Lake Forest offers courses in four of the modern languages (French, German, Spanish, and Russian) as well as the Classics (Latin and Greek). It is the purpose of the department to equip students with the ability to read rapidly and accurately and to converse and write in the language selected for study with an acceptable degree of fluency. It is also expected that the student will gain some insight into the cultural history and civilization represented by the language chosen and relate this to his other studies in the liberal arts curriculum. For the student planning to major in one of the foreign languages, advanced level courses are designed to present a broad and fairly intensive survey of each of the major literary periods and further perfect the student's fluency in oral and written composition.

For the student planning only to satisfy the College's language requirement, proficiency examinations are given which may be taken as soon as the content of the intermediate language course or its equivalent has been satisfactorily completed. These examinations are devised to test the student's ability to read and comprehend appreciable quantities of moderately difficult material in a foreign language and to converse idiomatically on non-technical subjects. To satisfy this requirement the student will normally require the training provided during the first five terms. Entering students desiring to continue with a language studied in secondary school will be given advanced placement examinations to determine the level at which they should continue the language in college. Each year of secondary school study is assumed to be the equivalent of one term at the college level, so that a student presenting, for example, two years of secondary school language credit may be expected to resume language study with the third term of the beginning course. Students presenting three years or more of secondary school language credit who wish to continue their work may do so without examination and with the consent of the instructor.

The department is particularly fortunate in having a modern, thirty-booth language laboratory completely equipped to enable the student to hear native speakers read aloud the assigned texts, record his own imitation of the native voice, and play back the two for comparison. At the present time the laboratory possesses over 1,500 student tapes, including not only textbook materials but also dramas, operas, poetry readings and lectures in the various foreign languages. This collection is constantly being expanded, especially with material designed for the advanced levels of study.

A major may be obtained in French, German, or Spanish and will consist of a minimum of nine term courses. Courses numbered lower than 22 will not count in the major. As a useful preparation for eventual graduate study,

‡ Part-time Teaching, 1968–69.
** Leave of Absence 1968–69.

language majors are encouraged to become familiar with the aims and techniques of scholarship through the Senior Seminar, independent study and research projects offered by the department. The department also offers a stimulating and informal program of language and cultural activities.

Courses 11a,b,c, 21a,b and 23 or the equivalent are prerequisites to all other courses in each language. All courses numbered 21 and above are given in the foreign language. To receive credit for beginning courses in any foreign language, all three terms must be completed satisfactorily.

GEORGE L. SPEROS, *Chairman*

French

11a,b,c *Beginning French* FWS

An introductory course stressing conversation, the grammatical structure of the language, vocabulary building, and reading. Classroom work is supplemented by laboratory exercises. (11c is also offered in the Fall Term)

21a,b *Intermediate French* FW and WS

Grammar review and simple composition. Readings from selected literary works with discussion in French. Classroom work is supplemented by laboratory exercises.

22 *Composition and Conversation* F,S

Intensive training in oral and written expression. An introduction to literary translation, stylistics and versification. Required for students intending to register in the literature courses which follow.

23 *Introduction to French Literature* F,S

Selected readings from the medieval through contemporary literary works. Intended to give the student the perspectives necessary for the period courses which follow.

30 *French Civilization* F

European history and civilization with emphasis on French civilization. (Offered only in Dijon)

31 *Medieval French Literature* W — MR. SEAMAN

Representative readings in modern translation and in Old French of the *chanson de geste, roman courtois,* religious and secular theatre, chroniclers, lyric poetry embracing the *genres determinés* and *poésie à forme fixe.* Roland, Tristan, Farces, Villon, etc. (In alternate years, offered 1969–70)

32 *Renaissance Literature* S — MR. GARNEAU

Humanism, Reform, Petrarquism, and the Baroque as reflected in the works of Rabelais, Montaigne, Calvin, the *Pléiade* poets. Introduction to the interpretation of French texts. (In alternate years, offered 1969–70)

33 *Seventeenth Century Literature* S — MRS. SALTOUN

Reading and analysis of texts selected from the literature of the Golden Age, stressing the theater of Corneille, Racine, and Molière and the work of Madame de Lafayette. Attention is also given to the philosophers and moralists of the Classical period. (In alternate years, offered 1969–70)

34 *Eighteenth Century Literature* F — MR. GENESTRE

A consideration of the major literary and philosophical writings of the Age of Enlightenment. Emphasis will be on Rousseau, Voltaire, Montesquieu, and Diderot.

35a,b *Nineteenth Century Literature* WS — MR. GARNEAU

The Romantic school, as illustrated by the major poets and playwrights, as well as Chateaubriand, Stendhal, the prose writings of Victor Hugo and others in the first term. Realism and Naturalism with stress on the novels of Balzac and Flaubert and the poetry of the Parnassian and the Symbolist schools (In alternate years. Offered in 1968–69).

36a,b *Twentieth Century Literature* FW — MR. SEAMAN

The works of the First Generation writers: Proust, Gide, Claudel, Valéry, the Surrealists and others. The works of Mauriac, Malraux, Camus, Sartre; other subjects are the New Novel, theatre of the Absurd, concrete poetry, Black writers, and French Canadian literature.

41 *Advanced Composition and Conversation* S

Advanced grammar review and composition. Required of all majors planning to teach French (Offered as required).

45 *Seminar*

An intensive investigation of a significant literary problem or period, or of the works of one author. Topics to be announced (Offered as required).

German

11a,b,c *Beginning German* FWS

An introductory course stressing conversation, the grammatical structure of the language, vocabulary building, and reading. Classroom work is supplemented by laboratory exercises (11c is also offered in the fall term).

21a,b *Intermediate German* FW and WS

Grammar review and simple composition. Readings from selected literary works with discussion in German. Classroom work is supplemented by laboratory exercises.

22 *Composition and Conversation* F,S — MR. SANDERS

Intensive training in oral and written expression. Required for students intending to register in the literature courses which follow.

23 *Introduction to German Literature* F — MISS HENKELS

Selected readings in literary works from the Reformation to the present. Intended to give the student the perspective necessary for the period courses which follow.

31a,b *Eighteenth Century Masterworks* S,F — MR. DILKEY

Intensive reading and analysis of the outstanding writing of Herder, Lessing, Goethe and Schiller. Independent study with papers on individual reading.

32a,b *Nineteenth Century Literature* WS — MR. DILKEY, MR. SANDERS

Dramatic writing since Goethe: Tieck, Kleist, Grillparzer, Hebbel, Ludwig, Hauptmann. Lyric and prose of the century: Novalis, Hoffmann, Eichendorff, Heine, Gotthelf, Stifter, Keller, Storm, Meyer (In alternate years, offered 1968–69).

33a,b *Twentieth Century Literature* — MR. DILKEY

The eras of Naturalism, Impressionism, Expressionism, and the Neue Sachlichkeit. Hauptmann, Mann, Schnitzler, Hofmannsthal, Rilke, Hesse, Kafka, Bergengrün, Jünger, Hausmann, Brecht, Zuckmayer, Rinser, Böll, Frisch (In alternate years, offered in 1969–70).

41 *Advanced Composition and Conversation*

Advanced grammar review and composition. Required of all majors intending to teach. (Offered as required)

45 *Seminar*

Intensive investigation of a significant problem or period or of the works of one author. Topics to be announced. (Offered as required)

Greek

11a,b,c *Beginning Greek* FWS

Basic grammar, vocabulary building, elementary prose composition. Plato, Xenophon, and Socrates: *Apology, Crito, Phaedo, Symposium,* and *Memorabilia* (In alternate years, offered in 1969–70).

21a,b *Intermediate Greek* FW — MR. MOORE

Greek tragedy from its origins through Euripides, with emphasis on the Theban plays of Sophocles. The Homeric epics and the oral heroic tradition (In alternate years, offered in 1968–69).

Italian

11a,b,c *Beginning Italian* FWS — MRS. WAX

An introductory course stressing conversation, the grammatical structure of the language, vocabulary building, and reading. Classroom work is supplemented by laboratory exercises.

Latin

11a,b,c *Beginning Latin* WSF — MR. MOORE

Basic grammar, vocabulary building, elementary prose composition. Survey readings from Republican and Augustan prose writers designed to accelerate comprehension (11c offered in fall term).

21a,b *Intermediate Latin* WS — MR. MOORE

A literary study of Vergil's *Aeneid,* its themes and structures, with some attention to oral and written epic tradition. The elegiac love poetry of Tibullus, Propertius, and Ovid.

31 *Roman Lyric Verse*

The origin and development of the Latin lyric with emphasis on the iambics and elegiacs of Catullus and the *Odes* and *Epodes* of Horace.

33 *Roman Comedy* W — MR. MOORE

The history of Roman comedy. A play each of Plautus and Terence is studied with emphasis on plot structure, characterization, and Greek influences.

34 *The Reign of Nero* S — MR. MOORE

An examination of the historical and biographical contributions of Tacitus and Suetonius to an understanding of the emperor and his era.

35 *Vergil and Lucretius*

The *Eclogues* and *Georgics* of Vergil with some attention to mathematic and thematic patterns. The poetry and philosophy of the *De Rerum Natura* of Lucretius.

36 *Imperial Prose* S

Currents of morality and immorality. The *Satyricon* of Petronius and the *Epistulae Morales* of Seneca.

37 *Roman Satire* F — MR. MOORE

The history of Roman satire from its origins through Juvenal. A literary and social study of the aims and methods of the major satirists with emphasis on Horace.

Russian

11a,b,c *Beginning Russian* FWS — MR. ROSSOL

Pronunciation, reading, writing and vocabulary building. Practical conversation and reading of simple material. Special emphasis on conversational ability and use of the language laboratory.

21a,b *Intermediate Russian* FW — MRS. HUGHES

Grammar review and simple composition. Readings from selected literary works with discussion in Russian. Classroom work is supplemented by laboratory exercises.

22 *Conversation and Composition* S — MRS. HUGHES

Vocabulary building (recognition and derivation of words). Written and oral expression. Reading selections from Russian geography, history, culture, and government.

23 *Introduction to Russian Literature* S — MRS. HUGHES

Selected readings from the literary works of the nineteenth and twentieth centuries. Intended to give the study the perspective necessary for the period courses which follow.

30 *Russian Short Stories* S — MRS. HUGHES

The craft and evolution of Russian short stories from Karamzin to Chekhov. Extensive reading and class discussion (Offered in 1968–69).

31a,b,c *Survey of Nineteenth Century Literature* FWS

Reading and discussion of the representative masterpieces of poetry and prose of the "Golden Age" in Russian literature (In alternate years, offered in 1968–69).

32a,b *Survey of Twentieth Century Literature* FW — MRS. HUGHES

Reading and discussion of selected literary works with a special emphasis on the post-revolutionary period and current trends in Soviet literature (In alternate years. Offered in 1969–70).

41 *Advanced Composition and Conversation* S — MRS. HUGHES

Advanced review of syntax, stylistics and phonetics. Required of students intending to teach Russian. (Offered as required)

45 *Seminar*

Spanish

11a,b,c *Beginning Spanish* WSF

Basic grammar, pronunciation, vocabulary, simple reading. Composition on assigned topics. Increasing emphasis on conversation, supplemented by laboratory assignments (11a and 11b are not offered in 1967–68; 11c is offered in the fall term).

21a,b *Intermediate Spanish* FW

Grammar review and simple composition. Reading from selected literary works with discussion in Spanish. Classroom work is supplemented by laboratory exercises.

22 *Composition* F — MR. SPEROS, MRS. WILTON

Intensive training in oral and written expression. Speeches, both extemporaneous and assigned, on a wide variety of topics. Emphasis on idiomatic expression. Required for students intending to register in the literature courses which follow.

23 *Introduction to Spanish Literature* W — MR. SPEROS

Selected readings in literary works from the Golden Age to the present. Intended to give the perspective necessary for the period courses which follow.

30 *Survey of Spanish Literature* F

A history of Spanish literature from its origin to the end of the Golden Age (1681). Reading of representative works and written reports on assigned topics. (Offered in Madrid only)

32 *Nineteenth Century Literature* S — MR. SPEROS

Essays of Costumbrismo on the vices and virtues of society of the period; poetry and drama (*Don Juan Tenorio, Don Alvaro o La Fuerza del sino,* etc.) from the Romantic period; novels and plays from the period of Regionalism-Realism.

33a,b *Twentieth Century Literature* FW — MRS. WILTON

Generation of '98; Spain's economic, political and spiritual condition as reflected in the different reactions of Ortega y Gasset, Unamuno, Baroja and Antonio Machado in the first course. Post-generation '98; trends in poetry, novel and drama since the Generation of '98; impact of World War II on writers in the second course.

34a,b *Spanish-American Literature* FW — MRS. WILTON

Literature resulting from conquest of Aztecs, Incas and Araucans; study of works from Colonial Period through first half of the 19th century in the first course. Post-romantic writers. Gauchesque poetry, Modernism and Realism in the second course. (In alternate years, offered in 1969–70)

35a,b *Medieval and Golden Age Literature* FW — MR. SPEROS

Major works from *El Cid* during height of the Moorish period to *La Celestina* at the beginning of the Renaissance in the first course. Poetry, drama, novels of the Golden Age with special emphasis on Cervantes, Lope de Vega, and Calderón de la Barca in the second course (In alternate years, offered in 1968–69).

41 *Advanced Composition and Conversation* S — MR. BERG

Advanced grammar review; composition with emphasis on style. Required of majors (In alternate years, offered in 1969–70).

45 *Seminar*

Intensive investigation of a significant problem or period or of the works of one author. Topics to be announced. (Offered as required)

GEOGRAPHY

11 *Principles of Geography** S

An introduction to geography including a study of land, water, air, the distribution of plant and animal life, man and his industries and the interrelations of these factors (In alternate years, offered in 1969–70).

* Only students enrolling for all certification requirements for the State of Illinois or some other state may count this toward the graduation requirement.

GOVERNMENT

Professor † STEAMER
Assistant Professors BENZ, GALLOWAY, ROOKS, WARDEN, WENUM
Instructor SCHAEFER

The liberal arts serve to free man from the bonds of ignorance and superstition. In pursuing a liberal education, we are broadening our understanding of our heritage and in such a study we inevitably encounter the political community. This is the only agency able to enforce obedience; it can exact from its members their property, their freedom, and even their lives. Any truly educated person must concern himself with the nature of government and authority.

In a democracy, a knowledge of government and politics is essential to the performance of good citizenship. Democracy can work only if the people assume their share of working at it with understanding and with patience.

Those who are interested in the study of government and politics for career preparation will find a major in government sound training for journalism, public relations, personnel management, business and, of course, practical politics. Many government majors go on to graduate school in political science or law.

The introductory course in American government is available as a partial fulfillment of the requirement in the social sciences, but the department encourages those majoring in other areas to take additional courses in government as electives. All of the major fields of the discipline are available to majors and non-majors alike.

Majors in government are encouraged to pursue independent study and to participate in the senior seminar, using the myriad resources of the Chicago area. As one of the great urban centers of the world, Chicago offers itself as a great laboratory for the student of government and politics.

The major includes as a minimum Government 11; 15; 16; 31; 32; 33a,b; 35 and 39.

ROBERT J. STEAMER, *Chairman*

11 *American National Government* F,W,S

Theoretical and institutional analysis of the American constitutional system.

15 *Comparative Constitutional Systems* F,W,S — MR. ROOKS

The government and politics of selected constitutional political systems, with particular emphasis on Great Britain and Western Europe.

† Sabbatical Leave of Absence, 1968–69.

16 *Comparative Totalitarian Systems* F,W,S — MR. BENZ

An analysis of the totalitarian political systems of Nazi Germany, the Soviet Union and Communist China. Special emphasis will be placed on an examination of the Soviet experience.

23 *Political Parties* S — MR. WENUM

American parties, pressure groups and electoral problems.

31 *American Constitutional Law* W — MR. STEAMER

Scope and distribution of powers in the American Federal system.

32 *Civil Liberties* S — MR. STEAMER

Limits on governmental power in the American system.

33a *Political Philosophy* (Ancient and Medieval) F,W — MR. WARDEN

Ancient and medieval political thinkers from Plato to Machiavelli.

33b *Political Philosophy* (Modern) W,S — MR. WARDEN

Modern political thinkers from Hobbes to the present.

34a *American Political Thought* F — MR. STEAMER

From the colonial period to the present.

34b *Recent Political Theory* F — MR. WARDEN

The rise of behavioralism in contemporary political science.

35 *World Politics* F — MR. GALLOWAY

Continuity and change in world politics.

36 *International Organization and Law* W — MR. GALLOWAY

Theory and practice of organization as a method of international conflict resolution and international development.

37 *Public Administration* W — MR. WENUM

A theoretical analysis of the procedures of supervision, organization, management, and fiscal and budgetary operations in the national government.

38 *American Foreign Policy* S — MR. GALLOWAY

Participants in policymaking and problems of morality, rationality, and the national interest. An analysis; of selected policy areas since World War II.

39 *Urban Politics and Administration* F — MR. WENUM

Structure, powers, and problems in the urban centers.

41 *Science, Technology, and Public Policy* W — MR. GALLOWAY

The relation of innovations in science and technology to politics and society. Emphasis on case studies of American experience.

42 *Government and Politics of Subsaharan Africa* W — MR. ROOKS

An examination of the emergence of new nations from colonial status and of the problems of nation-building.

44 *Foreign Policies of the Communist World* W — MR. BENZ

A comparative study of the foreign policies of the Communist bloc, with primary focus on the Soviet Union and Communist China.

45 *Seminar* S

Professor Steamer, receiving Great Teacher Award, 1965

HISTORY

Professors HANTKE, PESE, SPROAT
Associate Professor ZILVERSMIT
Assistant Professors GROSSMAN, T. MOODIE
Instructor HAWES
Lecturer ‡ C. MOODIE

History is a liberating discipline. Through the study of the rise and growth of major civilizations, the individual secures firm roots in the past, thereby freeing himself for intelligent and efficient innovation in the present. History helps the individual to understand the major issues that perplex the world and to act upon them with vigor and economy. Acquiring the advantage of historical perspective, the student of history learns to view future needs and present crises with the detachment that may spell the difference between wisdom and impulse.

Because history is a humanistic study as well as a social science, the Department of History offers preparation to individuals intent upon almost every career and profession. While the department especially offers a sound undergraduate foundation for students who wish to continue their study in graduate schools, it seeks to help students sharpen their critical faculties for any future calling.

Students majoring in history are expected to complete two terms of History 11 and both terms of History 22 by the end of the sophomore year. In addition, majors will elect at least four advanced courses (to include both American and European history) and one seminar (either History 47 or History 48). Honors sections of History 11 are open, by invitation of the department, to well-qualified freshmen and sophomores, based on performance in secondary school or in History 22.

Seminars, required for all majors, are also open to qualified students from other departments at the discretion of the instructor. Able students are encouraged to engage in independent study programs in the junior and senior years, and the department takes special interest in encouraging senior thesis work leading to the degree with honors.

JOHN G. SPROAT, *Chairman*

11a,b,c *The Development of Modern Europe* FWS MR. GROSSMAN, MR. HAWES, MR. MOODIE, MRS. MOODIE, MR. PESE

Political, social, and intellectual developments in modern European history. First term, the Reformation through the Enlightenment; second term, the French Revolution to 1900; third term, 1900 to the present.

22a,b *Rise of the American Republic* FW and WS MR. HANTKE, MR. SPROAT, MR. ZILVERSMIT

The growth of American democracy from colonial times to the present, with emphasis upon the political and economic framework of American civilization. Special attention to social and intellectual currents and to the emergence of the United States as a leading world power.

‡ Part-time Teaching, 1968–69.

23 *American Economy* W MR. HANTKE

Economic growth of the United States from colonial times to the present (In alternate years, offered in 1968–69).

24 *Social Change in America* S MR. SPROAT

Analysis of changing values and conditions in American history, through the intensive study of significant works in American civilization. Study of a few selected topics in depth. Prerequisites: History 22a,b or permission of instructor.

25 *Economic History of Modern Europe* F MR. MOODIE

Problems in the economic development of modern Europe in the context of social and political change. Prerequisites: two terms of History 11 or permission of instructor (In alternate years, offered in 1968–69).

26a,b *Europe in the Middle Ages* F,W MR. GROSSMAN

Political, social, and intellectual history of Europe from the period of the barbarian invasions in the fourth century to the Renaissance in the sixteenth century.

27 *Modern European Social History* W MR. HAWES

Selected themes and problems in society and politics from 1815 to the present. Prerequisite: Two terms of History 11 or permission of instructor. Junior level course.

30 *European Intellectual History Since 1700* W MR. PESE

The impact of significant trends in European thought since 1700 on the present. Special attention is given to the changes in the scientific climate and in cosmological concepts; the development of the Social Contract theories in Hobbes, Locke and Rousseau; the rise of laissez-faire ideology; Marxism and Leninism; Darwinism; and Freudian psychology.

31a,b *Ancient Civilizations* MR. GROSSMAN

The history and modern study of civilizations of the ancient Near East, and the political and cultural history of Greece from the earliest times to the Hellenistic era. The political, constitutional and cultural history of Rome (In alternate years, offered in 1969–70).

32 *Colonial America* S MR. SPROAT

Origins of American society, with emphasis on the transit of civilization from Europe to the New World, social and cultural life in the colonies, problems of imperial rule, the American Revolution. Some attention to colonial Latin America.

33a,b *The History of England* FW MR. PESE

British historical development from the coming of the Anglo-Saxons to the end of the Tudor era, and the course of British history from the Stuarts to the present.

34 *Modern Russia* S MRS. MOODIE

The historical elements that, with Marxist ideology, have shaped the development of modern Russia, Czarist and Soviet. Prerequisite: Two terms of History 11 or permission of instructor.

35a,b *The Far East* MR. HANTKE

The rise of modern China and Japan, and their relations with the western powers. (Not offered in 1968–69)

37 *Revolutionary Europe* W MR. MOODIE

Political and social history of Europe during the era of the French Revolution and Napoleon. Prerequisites: two terms of History 11 or permission of instructor.

38 *Central Europe* F MR. PESE

Problems of central Europe's political, social, and intellectual development from the 17th century to the present. Emphasis on Germany, but attention also to the Baltic and Slavic areas. Prerequisite: Two terms of History 11 or permission of instructor.

39 *Recent American History* F,S MR. HANTKE

The major political, social, and economic institutions of contemporary America.

41a,b *American Intellectual History* FW MR. ZILVERSMIT

The intellectual main currents in American history, as expressed in political and economic thought, theology, science, philosophy, and literature. Prerequisites: History 22a,b or English 21a,b or permission of instructor.

42 *America in the Modern World* MR. SPROAT

American diplomacy in the modern era. Emphasis on the Cold War, the American responses to the 20th century revolutions, and the relation of domestic developments to diplomacy. Prerequisites: History 22a,b or permission of instructor. (Not offered in 1968–69)

47 *Seminar in American History;* "War and American Society" W MR. SPROAT

48 *Seminar in European History;* "Growth and Decay of Cultural Traditions" S MR. GROSSMAN

INTERNATIONAL RELATIONS

Committee: Professors HERLIHY, SPROAT, STEAMER
Assistant Professors: CSIKSZENTMIHALYI, GALLOWAY (Adviser)

The following courses are required of majors in International Relations: Economics 11; Government 11, 35, 36; History 11b, c or 22a, b and 42; Sociology and Anthropology 11; a foreign language through the 21b course; and International Relations 45.

In addition, at least five courses must be elected from the following: Economics 12, 32; Government 15, 16, 42, 44; History 25, 34, 35a, 35b, 38; Religion 31; Sociology and Anthropology 12, 24, 32, 41, 44.

45 *Seminar*

Required of senior majors. A research paper based upon substantial reading in foreign language materials and prepared in connection with some course previously taken or as an independent study project already completed must be submitted as a prerequisite for enrollment in the seminar.

MATHEMATICS

Professor SHIVELY
Associate Professors ‡ SMITH, TROYER
Instructors BOPP, MCQUEEN, MITCHELL

Mathematics has been called the Queen of the Sciences by the great Karl Friedrich Gauss (1777–1855). In its purest form it is considered as a model of deductive science. On the other hand, much of the history of the subject is associated with practical applications. The curriculum offered by the Department of Mathematics reflects both of these aspects of the subject. Courses in pure mathematics are offered as well as courses which are designed to help an undergraduate student seeking a liberal education see how mathematics might be applied.

Majors in the department usually plan their programs for the first three years around a strong group of modern but fundamental courses in algebra, analysis, and geometry. Those majors who plan to continue their studies for advanced degrees at the best graduate schools have a choice of suitable electives to be taken during their senior year.

Departmental majors who plan to pursue careers in the field of mathematics immediately after graduating from Lake Forest College may obtain the strongest possible preparation by choosing appropriate electives during their junior and senior years.

A third group whose needs the curriculum is designed to handle consists of those students who do not plan to major in the department but who need mathematics in varying amounts in order to excel in their own special fields. The mimimum requirement for the major includes Mathematics 12a,b,c; 21a,b,c; 35a,b; and 36. Additional elective courses in mathematics and at least one year of physics are strongly recommended.

RALPH L. SHIVELY, *Chairman*

12a,b,c *Calculus with Analytic Geometry* FWS STAFF

Introduction to plane and solid analytic geometry. Limits, continuity, derivatives and applications. The Riemann integral and applications. Infinite series and partial differentiation. The third quarter will include first order differential equations and second order differential equations with constant coefficients. Prerequisite: Three and one-half years of high school mathematics or the permission of the instructor.

† Sabbatical Leave of Absence, 1968–69.

21a,b,c *Advanced Calculus* FWS — MR. SHIVELY

This course is an introduction to real variables. Topics included are set theory, a detailed study of derivatives and integrals, the theory of convergence, and functions on metric spaces. Some theory of differential equations and advanced techniques of solving differential equations are integrated into the course in appropriate places. Prerequisite: Mathematics 12c.

33 *Mathematical Physics* S — MR. SHIVELY

Special functions and partial differential equations of mathematical physics. Orthogonality. Laplace transforms, Fourier transforms. Prerequisite: Permission of the instructor. (In alternate years, offered in 1969–70)

34 *Numerical Analysis* F — MR. MITCHELL

Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisite: Permission of the instructor. (Offered as needed)

35a,b *Introduction to Algebra* FW — MR. TROYER

The integers and the real numbers. Group theory, rings, integral domains, and fields. Linear vector spaces, matrix theory, determinants. Prerequisite: Mathematics 12a,b,c, or permission of the instructor.

36 *Higher Geometry* S — MR. TROYER

Projective and non-Euclidean geometry, and an introduction to differential geometry. Prerequisite: Mathematics 35a,b.

37 *Mathematical Probability* W

Sample spaces, distributions, law of large numbers, central limit theorem, random variables, generating functions, sampling hypothesis testing, confidence methods, and regression analysis. Prerequisite: Mathematics 12c. Not offered in 1968–69.

41a,b *Introduction to Topology and Real Variables* FW — MR. MCQUEEN

Introduction to point set topology and topological spaces. Theory of convergence, bounded variation, and differentiation. Measure theory, Riemann, Stieltjes and Lebesgue integration. Introduction to Functional analysis. Prerequisite: Mathematics 21c, 35a,b.

45 *Seminar* S — MR. MCQUEEN

Topics to be announced. Prerequisite: Permission of the instructor.

Courses Not Counted Toward the Major

11 *Elementary Algebra and Trigonometry* F — MISS BOPP

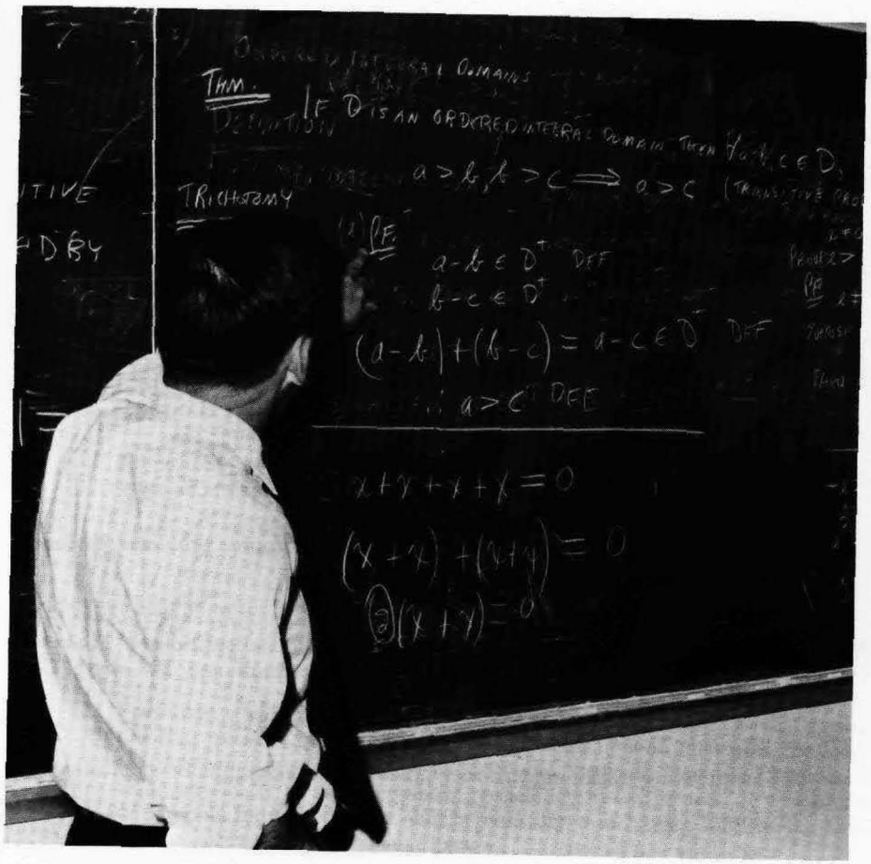
Binomial theorem and mathematical induction. Radian measure, trigonometric functions and their properties. Complex numbers, elementary theory of equations, determinants.

14 *Introduction to Modern Mathematics* S — MISS BOPP

A terminal course for non-mathematics majors. The emphasis will be on principles and concepts rather than on techniques. Such topics as logic, set theory, axiom systems, the real numbers, measure and integration, limits, continuity and differentiation, and probability will be studied.

15 *Elementary Probability and Statistics* F — MR. MITCHELL

Elementary probability, distributions, sampling, statistical inference, regression and correlation.



PHILOSOPHY

Assistant Professors HANSEN, LESSING, SHERMAN
Instructor GEAN

Philosophy has traditionally been understood to be a love of wisdom. By wisdom is meant knowledge about the great issues of life; not the specialized descriptive knowledge sought by the sciences. Philosophy focuses on the principles that make intelligible our ordinary experience of the world and our knowledge of the fields of art, morals, religion, and science. Sometimes philosophy has been described as the study of truth, beauty, and goodness. Some of the questions asked by the philosopher are: What are the general traits of reality? What can we know and how do we know it? How can we justify our moral judgments? How can we justify our esthetic judgments? What is science? What is religion?

Philosophy is not a settled body of demonstrated answers to these questions but is rather a love or pursuit of understanding. Philosophy is criticism—it is an activity of questioning about meaning that results in the ability to think and speak about the fundamental issues of life with clarity, consistency, and with regard for the facts. Instead of adding new facts to the totality of human knowledge, philosophy clarifies and deepens our understanding of the knowledge we already possess. We can escape philosophy, but only at the cost of living with a set of vague and contradictory beliefs about the issues of major human concern. The basic case for philosophy was made long ago by Socrates when he said, "The unexamined life is not worth living."

Courses in the philosophy department are offered with three groups of students in mind. All students might find interest and value in the introductory course, ethics, history of philosophy, and modern thought. Students with a special interest in science, religion, history, or literature and the fine arts can examine the basic concepts, assumptions, and principles of their subject in the philosophy of science (and symbolic logic), philosophy of religion, philosophy of history, and philosophy of art. Philosophy majors will take most of these courses and then in their senior year do work in seminar and independent study. The major must include Philosophy 21a,c,d. Philosophy 11 is a prerequisite for other courses unless it is waived by the instructor.

FOREST W. HANSEN, *Chairman*

11 *Introduction to Philosophy* F,W,S

Presentation and discussion of a variety of philosophic problems, methods, or systems through readings and analysis.

21a,b,c, d *History of Philosophy*

Problems of reality and knowledge: Ancient; Hellenistic and Medieval; Seventeenth and Eighteenth Centuries; Nineteenth and Twentieth Centuries.

22 *Symbolic Logic* W — MR. GEAN

Deductive systems, modern methods of notation, computer applications.

23 *Ethics* S — MR. LESSING

Morality and its concepts of good and bad, right and wrong.

25 *Philosophy in Literature* W — MR. LESSING

A study of metaphysical, epistemological, and ethical problems and ideas as presented or embodied in selected classics of world literature (In alternate years, offered in 1968–69).

32 *American Philosophy* W — MISS SHERMAN

Major representatives of American philosophy, including James, Peirce, Royce, Dewey, Santayana, and Whitehead (In alternate years, offered in 1968–69).

33 *Philosophy of History* F

Methodology in the study of history, including such topics as objectivity, historical relativism, selection of facts, causal explanations, philosophies of history: kinds of systems, freedom and necessity, metaphysical explanations, empirical approaches, religious meaning (In alternate years, offered in 1969–70).

35 *Philosophy of Science* S — MISS SHERMAN

Emphasis on problems in the social sciences: induction, scientific explanation, models.

36 *Philosophy of Religion* F — MR. GEAN

God and His relation to the world and to man; the relation of faith to reason; the problem of evil (In alternate years, offered in 1968–69).

37 *Philosophy of Art* F — MR. HANSEN

The nature of a work of art, esthetic experience, artistic creation, relation of art to nature, and the basis of art criticism.

38 *Contemporary Continental Philosophy* W — MR. LESSING

Existentialism and phenomenology and its major representatives (In alternate years, offered in 1969–70).

39 *Contemporary Analytic Philosophy* W — MR. GEAN

Major trends in analytic philosophy (In alternate years, offered in 1968–69).

41 *Epistemology and Metaphysics* F

Some main problems concerning the nature of reality and human knowledge; examination of some traditional or contemporary solutions.

45 *Seminar* S

PHYSICAL EDUCATION

Director WASYLIK
Staff DAU, HANKE, JAUCH, SUTTER, SWEET, TRIPTOW

Freshman students normally register for physical education activity during the Fall Term. During this term the department will determine the level of physical fitness and proficiency. Those students who are considered to be physically fit and who show proficiency in two sports, of which one must be an individual sport, will be considered as having fulfilled the College requirement in physical education activity.

PHYSICS

Professors DONNALLY, JENSEN
Associate Professors FABER, JEONG

Physics is an important part of the total of modern man's knowledge. Some understanding of its principles and their application is desirable for all educated men and women. While the contributions of physics to technology, the military, medicine, and its sister sciences are well-known, its impact on modern thought in the areas of politics, literature, the arts, theology, and philosophy is perhaps not sufficiently appreciated.

The study of physics provides an opportunity to gain insight into these matters and to see how this science has and is playing an important role in the continuing development of our culture with respect to both the external environment of man and the development of contemporary thought.

There are two introductory courses in physics offered by the College. Physics 12 should be selected by those students who have had calculus or are taking it concurrently. Those less well prepared mathematically should begin with Physics 11. Either course satisfies the College laboratory science requirement and also prepares a student for taking the more advanced courses.

The major includes 11a,b,c or 12a,b,c; 21.

BAILEY DONNALLY, *Chairman*

11a,b,c *General Physics* FWS

The fundamental laws and principles of physics. Competency in algebra and trigonometry is assumed. Four classes and one three-hour laboratory per week.

12a,b,c *General Physics* FWS

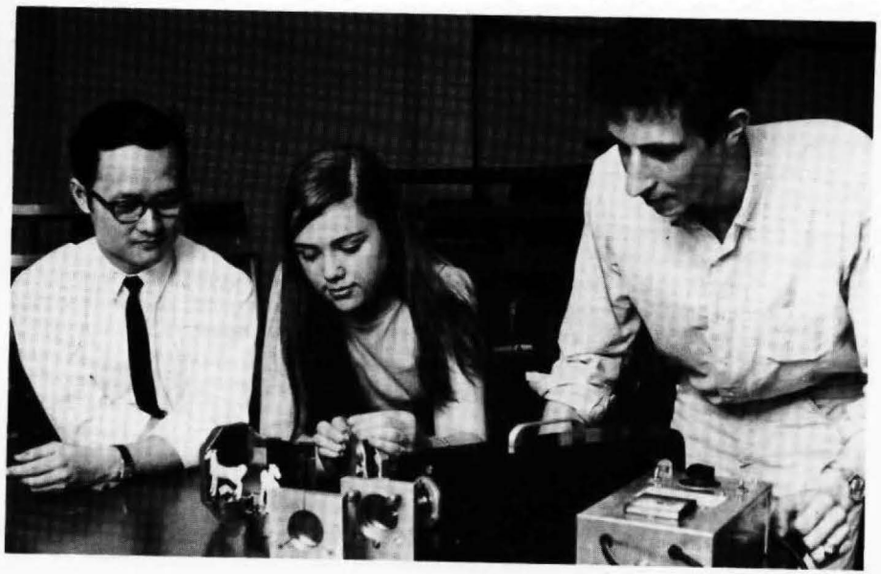
The same topics as Physics 11 except that calculus is used. Four classes and one three-hour laboratory per week. Prerequisite or corequisite: Mathematics 12a,b,c.

21 *Atomic and Nuclear Physics* F — MR. DONNALLY

The structure of atoms and molecules from the viewpoint of theory and experiment. Special relativity. The properties and structure of the nucleus as deduced from nuclear reactions. Nuclear models. Four classes and one three-hour laboratory per week. Prerequisite: Physics 21 and Mathematics 12a,b,c. The latter may be taken concurrently.

23 *Thermodynamics* S — MR. FABER

The fundamental ideas of temperature, heat, and reversibility; some emphasis on statistical methods. Five classes per week. Prerequisites: Physics 11c or 12c and Mathematics 12a,b,c (Calculus).



24 *Electronics* W — MR. DONNALLY

Thermionic, photoelectric, and solid state devices and their applications in rectifiers, amplifiers, oscillators and trigger circuits. Three classes and two three-hour laboratories each week. Prerequisite: Physics 11c or 12c and Mathematics 12a,b,c (Calculus).

25 *Analytical Mechanics* S — MR. DONNALLY

Mathematical physics in the field of mechanics. Mechanics of single particles, systems of particles, rigid bodies, vibrations, and wave motion. Prerequisite: Mathematics 12a,b,c.

31a,b *Electricity and Magnetism* FW — MR. JEONG

Classical electricity and magnetism leading up to Maxwell's Equations and their applications. Four classes and one three-hour laboratory per week. Prerequisite: Physics 21 and Mathematics 21a,b,c. The latter may be taken concurrently.

32 *Physical Optics* S — MR. JEONG

Electromagnetic waves related primarily to optical phenomena. Some attention to longer waves. Four classes and one three-hour laboratory each week. Prerequisite: Physics 31 and Mathematics 21a,b,c.

41 *Advanced Analytical Mechanics* F — MR. FABER

Emphasis on generalized coordinates, Lagrangian and Hamiltonian methods in mechanics. Prerequisite: Mathematics 21a,b,c

42a,b *Quantum Mechanics* WS — MR. FABER

Formal, deductive approach to the quantum theory, with applications to atoms, molecules and solids. Prerequisite: Mathematics 21a,b,c.

PSYCHOLOGY

Professor FORGUS
Associate Professor KRANTZ **
Assistant Professors DICK, GOLDSTEIN, PELLEGRINO
Instructors BEHLING, FRANKEL, KOTRE

Psychology is a scientific discipline which takes as its province the study of behavior. The traditional problems of social adjustment, compounded by the impact of modern technology, have made constructive application of the insights of modern psychology sorely needed in every field of modern life. The Department of Psychology thus frankly accepts as its responsibility the teaching of psychology not only as a body of experimental knowledge, but also as a science to be applied to the tasks of life, because the resolution of personal, national, and international conflicts will continue to be relatively ineffective until the psychological dimensions of these problems are assimilated.

To this end the department is guided by the following considerations:

First, psychology must contribute to the liberal arts purpose of the College, which is stated as the facilitation of mental growth. While realizing there is no easy road to human understanding, we can help meet this purpose by contributing to the development in our students of the attitudes necessary for acquiring such understanding in interdisciplinary perspective. This we can do by analyzing and modifying the myths which are held about such central human concerns as "mind," race, personality, sex, and morality.

Second, for students who are studying psychology as preprofessional training for such fields as industry, law, medicine, guidance, teaching, theology, and social work, we should present a scientific approach to the critical areas of interpersonal relations such as motivation, learning, mental health, and rehabilitation.

Finally, we recognize that the extraordinary and widespread need for sound psychology in the technologically complicated modern world, the critical shortage of trained psychologists, and the amazing amount of financial assistance available should make *preparation for graduate school the primary incentive* of both the students and the professors. We hope particularly that our students will be attracted to the profession of college teaching in addition to research, clinical psychology, and other varieties of applied psychology, such as counseling and psychotherapy. With this in mind the program focuses around experimental courses and training in individual research. This core is augmented by a rich extracurricular program highlighted by the activities of Psi Chi, national honorary society of psychology, and by periodic student-professor seminars of the entire department. The development and nurturing of a critical mind is the best preparation for life and graduate school. The psychological services center is an integral part of this total approach to human growth.

The major includes Psychology 11; 21; 23; 26; 32; 33; 34; 41; 43. Psychology 11 is a prerequisite to all other courses in the department. Students planning to major in psychology should take biology in their freshman year. All psychology majors are urged to devote at least one term to an independent research project.

** Leave of Absence, 1968–69.

RONALD H. FORGUS, *Chairman*

11 *Introduction to Psychology* F,W,S

The basic principles of behavior, including development, learning, sensory physiology, perception, thinking, motivation, emotion, measurement, intelligence, personality, and social interaction.

21 *The Development of Personality* F,W,S MR. BEHLING, MR. FORGUS

Human behavior, emphasizing child development, and stressing the integration of experimental and clinical methods.

22 *Analysis of Social Behavior* W,S MR. BEHLING, MR. KRANTZ

Analysis of social perception, conformity, attitude formation and change, and social conflict, with emphasis on research and methodology.

23 *Statistics in the Behavioral Sciences* F,W,S MR. DICK, MR. GOLDSTEIN

Experimental design, statistical inference and quantitative methods, with emphasis on basic statistical concepts and computational methods.

24 *Tests and Measurements* S MR. BEHLING

Analysis of the theory, construction, administration, and evaluation of standardized tests (objective and projective) and techniques of personality assessment, including interviewing and other observational techniques.

26 *Advanced General Psychology Research* S MR. KRANTZ, MR. PELLEGRINO

A critical examination of the assumptions underlying psychological theorizing, research methodology and techniques. Laboratory experience will underscore this analysis and provide training in experimental, social and personality research areas. Independent project required. Prerequisite: Psychology 23, or concurrently.

32 *Learning* F MR. DICK, MR. GOLDSTEIN

Experimental and theoretical analysis of the scientific approach to the study of basic learning processes, including problem solving and concept formation. Prerequisite: Psychology 23.

33 *Motivation* S MR. FORGUS

Analysis of the origin and arousal of motives, including a coverage of emotions, conflicts, frustrations, guilt, and anxiety. Prerequisites: Psychology 21 or permission of the instructor.

34 *Perception and Cognitive Development* W MR. FORGUS, MR. DICK

Principles of the development and organization of perception, learning, and thinking with emphasis on their interrelationship. Prerequisite: Psychology 23.

35 *Abnormal Psychology* F,S — MRS. FRANKEL

Origins, treatment, and case studies of the common behavior disorders analyzed in the context of adaptive personality development. Prerequisite: Psychology 21.

37a,b *Physiological Psychology* FW — MR. PELLEGRINO

A study of the physiological mechanisms underlying sensation, perception, motivation, and learning, with emphasis on brain functions. Demonstrations with live preparations, and laboratory in the second term. Prerequisite: a course in biology or permission of the instructor.

41 *Modern Psychology in Historical Perspective* F — MR. KRANTZ

Contemporary systematic psychology in the light of its historical emergence from philosophical movements, mainly in Britain and Germany. Prerequisite: Senior standing.

43 *Personality, Organization, and Theory* W — MR. FORGUS

A senior course dealing in depth with the organization of human personality, with special emphasis on the transition from adolescence to adult maturity. Representative theories will be evaluated in the light of experimental and clinical data. Prerequisite: Psychology 21 and senior standing. Juniors and non-psychology majors need permission of the instructor.

45 *Seminar* S — MR. KRANTZ

Critical analysis of contemporary research and theory in psychology with a view toward integration and prognosis (open to psychology majors only). Prerequisite: Senior standing.

Professor Forgus

RELIGION

Professor BARTLETT
Associate Professor D. COLE

Religion, which deals with the meaning and purpose of human life, and with the nature of human commitment, is an inescapable concern of every human being. It is the purpose of the Department of Religion to deal with these persistent issues.

The courses which the department offers are intended partly to give students some understanding and appreciation of the contributions which religious thought and movements have made to human aspirations and achievement, and partly to provide resources to help them in thinking through their own religious beliefs.

Because of the nature of religious concern and the issues with which it deals, it is inevitable that great creations in art and literature should have serious religious import and that religious literature should contain some of the greatest expressions of man's mind and spirit. Religious belief and practice have played so influential a role in both human society and individual development that an understanding of it is essential to serious study of man and his culture. No study of our own cultural heritage can be complete without such an understanding.

The study of religion is an academic discipline calling for rigorous application of scholarly methods. In all classes the methods and conclusions of modern scholarship are employed. Since the student body is religiously diverse, every class contains persons with different backgrounds and points of view. Instructors and students alike are expected to respect positions other than their own. It is not the purpose of the department to indoctrinate or to propagandize, but rather, in an atmosphere of serious, penetrating and free inquiry, to help equip students to make sound judgments for themselves on religious matters.

Some students will be interested in undertaking more extensive work in the Department of Religion, either because of the perspectives which religion provides for integrating the content of other disciplines or because of professional goals involving seminary or graduate studies in religion. These students are encouraged to consider an individual major program which would combine work in the Department of Religion with work in one or more other departments. (It should be noted that the leading seminaries and graduate schools of religion recommend a broadly-based undergraduate preparation for their candidates, involving concentration in several areas of the humanities and social sciences as well as some foundation in the field of religion.) Members of the department will be glad to advise students in regard to appropriate patterns of course-work to fit their interests or pre-professional needs.

Most of the courses in the department are open without prerequisite to any interested student.

DAN P. COLE, *Chairman*

21 *Old Testament* F — MR. COLE

The character of the Hebrew religion, its development in relation to the history of Israel, and forms of its expression in literature.

22 *New Testament* W — MR. COLE

The life of Jesus, the rise of the early church, and expressions of its faith.

23 *Motifs in Biblical Literature* S — MR. COLE

An examination of the major motifs expressed in the literature of the Bible, considered in their historical development through the Old and New Testament periods. Among the themes to be studied are: the Biblical view of God, man and the universe; Election and Covenant; the Spirit and the Word; Messiah and the Kingdom of God. The course provides a one-term introduction to Biblical thought as an alternative to Religion 21 and 22.

25 *Problems in Religious Thought* F — MR. BARTLETT

An inquiry into the religious mode of understanding as this bears upon the major problems and dimensions in human existence.

27 *Christian Ethics* W — MR. BARTLETT

Basic issues relating to Christian conduct: revelation and natural law, love and justice, perfectionism and relativism; application to concrete contemporary problems in the social order.

31 *Living Religions* F

Some of the major religious traditions of the world, with readings in their scriptures, primary attention being given to religions of Far East (In alternate years, offered in 1968–69).

32 *Religion in America*

The historical development of religion in America and the interplay of religious, social and cultural factors. Special attention to the rise of religious pluralism. Prerequisite: one of the courses numbered in the twenties (In alternate years, offered in 1969–70).

33 *Judaism*

The historical development and the present structure of Jewish religious life and thought. Prerequisite: Religion 21 (In alternate years, offered in 1968–69).

34a,b *History of Christianity* F,W — MR. BARTLETT

Selected men, movements, issues and forms appearing in the life and thought of the Christian Church and its interaction with the general culture. a.) First fifteen centuries: from the post-apostolic to the medieval period. b.) Sixteenth century and after: from the Reformation to the present; 34a is recommended but not prerequisite for 34b (In alternate years, offered in 1969–70).

35 *Readings in Contemporary Theology* S — MR. BARTLETT

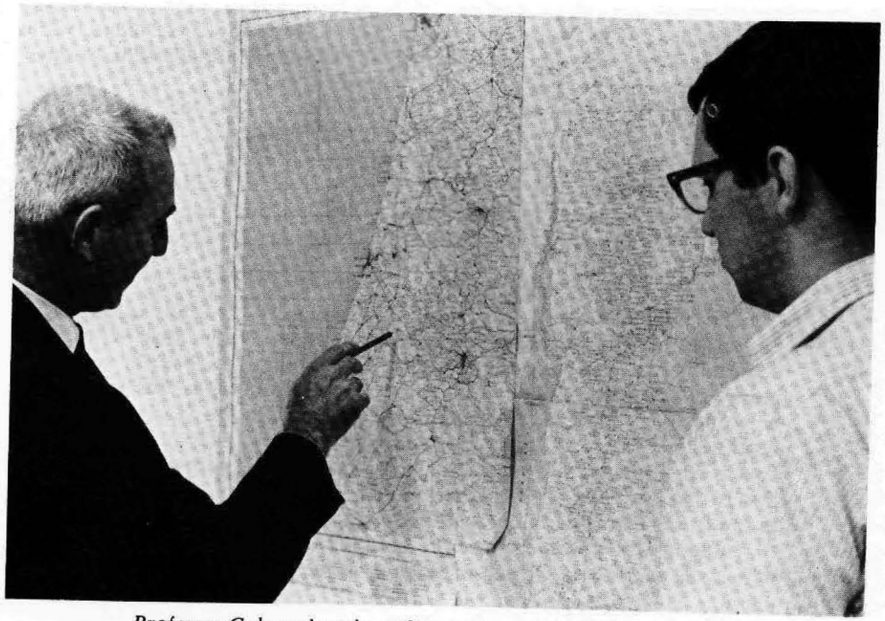
Study of some of the major developments in the twentieth century, concentrating on such men as Barth, Buber, Tillich, the Niebuhrs, Maritain, Bultmann, the Catholic renewal, Bonhoeffer and secular-oriented theology (In alternate years, offered in 1968–69).

37 *Archaeology of the Biblical World* S — MR. COLE

A survey of archaeological research in the Near East which supplements or affects the understanding of Biblical history, religion and literature. Consideration of documentary discoveries and of results of excavation at selected sites in Palestine and related regions. For the purpose of evaluating evidence, attention is given to archaeological field methods and interpretive principles as they have been applied to Near Eastern materials.

38 *Current Issues in Social Ethics* S

An exploration in depth of specific current social problems in such areas as business, government, voluntary associations, race, urban life and international religions, in the light of Christian and other ethical perspectives, with emphasis upon approaches to decision-making amidst perplexing ethical dilemmas. Prerequisite: Religion 27 or consent of instructor (In alternate years, offered in 1969–70).



Professor Cole and student planning archeological trip to Israel.

SOCIOLOGY AND ANTHROPOLOGY

Associate Professors GERASIMO, MILLS, ** ROOS
Assistant Professor CSIKSZENTMIHALYI, *Lecturer* SCHWARTZ
Instructors BRESLOFF, ‡ GOEBEL, ‡ WALLEN

General Purposes

At a time when the distance separating the people of the earth is rapidly shrinking, and when the tensions among people are just as rapidly increasing, it becomes imperative for all educated persons to know more and more about the obstacles that prevent man from living in peace.

Sociology and anthropology provide an intellectual framework for better understanding man's halting attempts to rule himself, to educate his offspring, to fashion for himself systems of belief and knowledge. The basic question that underlies the discipline can be summarized as follows: "How can man reconcile his potential to be an individual with the need to work and live within a social system?"

The disciplines of sociology and anthropology share an interest in the structures and processes of society and culture, although they diverge in their subjects of study. Typically, sociology studies the so-called civilized society, while social and cultural anthropology has concentrated on the understanding of the pre-literate peoples of the world. The rise of new nations, the far-reaching distribution of technical knowledge, and the expansion of communication has rendered the traditional foci of sociological and anthropological study somewhat obsolete. With increasing frequency, a sociologist will find himself in a market town in Nigeria studying social class, while correspondingly, an anthropologist will be devoting more attention to questions such as the "culture of poverty" in urban slums.

We expect some of our majors will go to graduate school, but we have two other equally important goals. First, the student is helped to understand how narrow, dogmatic, and ethnocentric most human beings are. Once he has accepted this painful fact, he is in a better position to apprehend the terrible complexity of human social life. On this basis then, rests our second task—to develop in students an ability for intelligent and responsible social criticism.

Why do we see these goals as important?

Each of us has been socialized in a community of adults interested in incorporating into our characters a certain style of life. Most of us have been taught to accept, with very little questioning, the beliefs, goals and norms of our culture. The consequence of this process is that we tend to be ethnocentric, that is, we assume that our way of life is perfect. Ethnocentrism results in our looking down on people who differ from us, and of course we judge them by our standards, not theirs. Another way of saying this is that we have been indoctrinated into the biases and errors as well as the truths available in our culture.

A liberal arts education, and the disciplines of sociology and anthropology, make it possible for us to become aware of the process noted above.

** Leave of Absence, 1968–69.
‡ Part-time teaching

Such awareness is the first step in our further growth and development. Sociology and anthropology make available to us a set of concepts which aid us in viewing ourselves and our society objectively and critically. In a sense we develop the ability to get outside of ourselves and our society, and to view ourselves as others see us. This ability is essential if we are to become free, intelligent, objective, and critical participants in modern life.

It is our belief that the best road to understanding lies through action. This means that our majors are encouraged on the one hand to become involved in research, and on the other to participate in such attempts to effect social change as helping culturally disadvantaged children or studying the problems of Utopian communities.

Outline of the Curriculum

There are three types of courses in the department, designed to provide the individual with a maximum of choice for the best learning situation.

Introductory courses are taught either in regular classes (20–25 students), or in large *lectures* that meet twice a week, with small discussion groups meeting the rest of the week. The student can choose whichever of these two formats he prefers.

Advanced courses are also taught in regular classes, or in *tutorials. Tutorials* do not meet formally; a student enrolled in such a course will be given a basic reading list and from thereon his work will be directed on the basis of individual tutorial sessions with the instructor. Enrollment in *tutorial* courses is predicated on satisfactory performance in previous courses in the department.

There are no separate majors in sociology and in anthropology. The major includes Sociology and Anthropology 11; 12 or 13; and 35a, b, c. All majors planning to go on to graduate school are strongly encouraged to take either Mathematics 15 (elementary statistics) or Psychology 23 (experimental design and statistics).

Majors are also urged to take a strong complement in courses from departments whose field of study bears on problems in which the student is interested. This may include Ecology and Genetics for those interested in broad population problems, courses in Economics and Government for those concerned with institutional problems, courses in Mathematics or Physics for the theoretically minded, Psychology courses for those with a primary interest in the interaction of the individual and society, and courses in the department of English, History or the Fine Arts for those interested in cultural trends or the sociology of art.

MIHALY CSIKSZENTMIHALYI, *Chairman*

11 *Human Society* F,W,S

The bio-social nature of man; the universal characteristics of human societies; the variations from one society to another; and the nature of the change from precivilized to civilized society.

12 *Primitive Society* F,W,S MR. GERASIMO, MR. MILLS

The diversity of preliterate societies, prehistoric and contemporary, the characteristics which set them off from civilized societies, and the methods by which they are known. Prerequisite: Sociology and Anthropology 11.

13 *Civilized Society* F,W,S — MR. CSIKSZENTMIHALYI, MISS WALLEN

The distinctive features of civilized society with special emphasis on the origins, concomitants and consequences of agricultural, urban and industrial revolutions. Prerequisite: Sociology and Anthropology 11.

23 *American Sub-cultures* W — MR. GERASIMO, MISS WALLEN

Assimilation and diversification of subgroups within the dominant culture, with particular emphasis on racial and cultural minorities. Patterns of work and leisure in urban and suburban environments. Prerequisite: Sociology and Anthropology 11.

24 *Comparative Socialization* F — MR. GOEBEL, MR. MILLS

Examination of the processes of socialization through the life cycle in folk and urban societies, with special emphasis on the role of family and education in this process. Psychology 21 is recommended before taking this course. Prerequisite: Sociology and Anthropology 11.

32 *Religious and Political Institutions* W — MR. BRESLOFF

Comparative study of the role of custom, power, authority, ritual, myth and ideology in folk, urban, and mass societies. Prerequisite: Sociology and Anthropology 11 and two courses from 12, 13, 23, 24.

34 *The City* S — MR. SCHWARTZ

Pre-industrial cities and the impact of urbanization. The megalopolis and its problems: administration, housing, transportation. The course includes field experience with urban agencies in Chicago. Prerequisite: Sociology and Anthropology 11 and two courses from 12, 13, 23, 24.

35a,b,c *Theory and Method in Anthropology and Sociology* FWS — MR. BRESLOFF, MR. CSIKSZENTMIHALYI

Nature and aspects of theories selected from the writings of men such as Comte, Pareto, Durkheim, Marx, Freud, Kroeber, Malinowski, Levi-Strauss, Riesman, Merton and others. Application of some basic concepts in the philosophy of science to the analysis of the assumptions underlying specific theories and methodologies; study and critique of procedures used to test propositions in anthropology and sociology. The completion of a library or empirical research centered on the analysis of theory and method in a specific field of anthropology or sociology. Prerequisites: Sociology and Anthropology 11; two courses from 12, 13, 23, 24; and Psychology 23.

41 *Conflict and Change* W — MR. GERASIMO

Study of the nature and causes of change in social structures and value systems. An examination of evolutionary developments and revolutionary movements; their relationship to contemporary issues such as automation, alienation, deviance, and crime. Prerequisite: Sociology and Anthropology 35a,b,c.

42 *The Group and the Person* W — MR. GERASIMO

Theory and research in problems of personality and social structure, personality and culture, personal influence, elementary social behavior and small groups. Prerequisite: Sociology and Anthropology 35a,b,c.

43 *Social Structure* F — MR. GOEBEL

Theory and research in problems of demography, urbanization, race and ethnic relations, social class, social differentiation, occupations and bureaucracy. Prerequisite: Sociology and Anthropology 35a,b,c.

44 *Culture* S — MR. MILLS

Theory and research in problems of the evolution and nature of culture and its relation to man. Prerequisite: Sociology and Anthropology 35a,b,c.

45 *Seminar* S — MR. CSIKSZENTMIHALYI

Sociological and anthropological theory. Typically, a student would be expected to have taken a 40-level course before taking the seminar.

WESTERN CIVILIZATION

The courses in Western Civilization are designed to serve two purposes. Major emphasis is on the reading of major works in literature, philosophy, religion and history written during the formative eras of Western culture. In class discussions these works are analyzed in their own historical contexts and with special concern for their influence on the shaping of subsequent Western thought. A second goal of the courses is to improve students' skills of expression through the use of seminar-like discussion sessions and the writing of several papers which are evaluated on both content and mechanics.

The three cources may be taken in chronological sequence or independently of one another.

DAN P. COLE, *Chairman*

11a *Classical Greece* F

Works studied have included Homer's *Odyssey;* histories of Herodotus and Thucydides; plays by Aeschylus, Sophocles, Euripides and Aristophanes; philosophical writings by Plato and Aristotle.

11b *Rome to the Middle Ages* W

Works studied have included Virgil's *Aeneid;* histories of Livy, Suetonius and Tacitus; philosophical writings of Cicero and Lucretius; religious writings of Luke, Paul, Augustine and Aquinas; *The Song of Roland, Ywain, Tristan and Iseult* and *The Art of Courtly Love.*

11c *Renaissance and Reformation* S

Works studied have included writings by Dante, Boccaccio, Castiglione, Machiavelli, Erasmus, Luther, Calvin, Thomas More, Shakespeare and Cervantes.

Kenneth Boulding

Irenäus Eibl-Eibesfeldt

Senator Charles Percy

STUDENT LIFE

Recognizing that students learn from one another as powerfully as from their teachers, the College has embarked upon a long-range program of research into all phases of student life, seeking to identify and to strengthen those aspects of out-of-classroom education which encourage responsibility and maturity in the pursuit of excellence, while discouraging and gradually eliminating those aspects which nourish irresponsibility, immaturity and the cultivation of mediocrity. In this enterprise, students, faculty, and the administration are joined to develop the best possible relationship for all concerned.

Cultural Activities

An office was established several years ago to help make students aware of opportunities offered in music, art, and drama in Chicago: here students can obtain information, be assisted in buying tickets (at student rates), and arrange bargain transportation and travel. This office is located in the center of the campus and is staffed by students who not only arrange details, but are eager to convey their personal enthusiasm for the outstanding cultural events in the city.

This office is also the planning center for on-campus cultural events throughout the academic year. The student Cultural Activities Board and the committees associated with it make arrangements for convocations, informal lectures, exhibits, recitals, the annual film series, and other programs. They strive for a balanced schedule which will be informative, stimulating, and controversial. Drawn to the esthetic, they look for the new in poetry, art and song. Close personal involvement in these activities has added to the individual student's responsibility for extracurricular life on the campus and has contributed a dynamic character to the events listed on the weekly College Calendar.

Freshmen and sophomores are required to attend four events per term. Approximately ten events are offered for credit, the selection being made by the Student Convocation Committee.

James Bevel

Henry Steele Commager

Calendar Of Representative On-Campus Events 1967–68

September	21	Opening Convocation: President Cole
	30	Film Series: "The Philadelphia Story"
October	4	Convocation: "The United States and the Changing Middle East," William Polk
	6	Concert: "An Evening of Indian Classical Music," Brian Silver, Sitar Player
	11	Lecture: "Quakers in Vietnam," David and Mary Stickney
	13	Concert: Contemporary jazz group, Anthony Braxton
	18	Convocation: "The Significance of Creativity in American Society," Eliseo Vivas
	24	Lecture: "The Novel and American Democracy," Ralph Ellison
	31	Lecture: "The Poet and American Society," James Dickey
November	5	Bross Lecture: "The Fascination of the Qur'an: Its Prophet and the Historian," Albert Kenneth Cragg
	8	Dialogue: "How the Church Relates to People in the Ghetto," Father Weaver and Arthur Zilversmit
	15	Lecture: "The Arts Today—and Tomorrow?" Leonard Myers
	16	Garrick Players: "Death of a Salesman"
	18	Film Series: "Juliet of the Spirit"
	20	Performance: "The Wit and Wisdom of Bernard Shaw," Bramwell Fletcher
December	2	Basketball: Versus Knox College
January	17	Lecture: "Vietnam," Senator Paul Simon
	19	Lecture: "The Metaphor I," Poet, Howard Nemerov
	24	South Week '68 Panel Discussion: "Why Be Black?"
	27	Dance Performance: Pomare and Company
	27	Concert: Odetta
February	2	Dialogue: "Crisis Art and the New Humanism," Leon Golub and Franz Schulze
	12	Lecture: "The Demonic and Self-Fulfillment," Rollo May
	22	Lecture: "Cultural Factors in Population Control (With Special Reference to India)," Mrs. Kanta Khipple
	26	Lecture: "Mao's China, Today and Tomorrow," Mark Gayn
	29	Bross Lecture: "The Sanctification of Time," Rabbi Abraham J. Heschel
March	1	Garrick Players: "The Tempest"
	4	Lecture: "France and the European Common Market," Jean-Louis Mandereau
	5	Lecture: "A Time to Listen . . . a Time to Act," William L. Taylor
	6	Lecture: "Urban Planning and Mental Health," Leo Levy
April	4	Spring Conference: "Spain in the Modern World"
	11	Panel Discussion: "The Phenomenon of Violence," Manford Halpren, Stephen Kaplan, Richard E. Rubenstein
	24	Convocation: "Between the Generations: The Confidence Gap," Hedley Donovan, Charles E. Wyzanski, Jr., etc. Four major panel discussions: Manners and Morals, In Loco Parentis?, Youth and the Law, Youth and the Nation
May	5	Piano Recital: Linda Worner and Carl Maultsby
	7	Poetry Reading: Gwendolyn Brooks, Poet Laureate of Illinois read from her own works Phi Beta Kappa initiation
	8	Lecture: "Comments and Readings—From *Catch-22* and Current Novel," Joseph Heller
	18	Exhibit: Eskimo Art from the Smithsonian Institute
	31	Garrick Players: "Arsenic and Old Lace"
June	15	Commencement: Harold Rosenberg, writer and art critic, Professor in the Committee on Social Thought, The University of Chicago.

Music

In addition to a variety of courses in applied music, in theory, and in music history, interested students may try out for the choir. Early in the term a small madrigal ensemble is chosen from the choir. Other activities in instrumental music include student organized chamber groups and a pep band. Qualified students may join the Lake Forest Community Orchestra. Numerous concerts by professional musicians are presented annually and music students and faculty give recitals throughout the year. Frequent trips to Chicago, with discount tickets provided by the Cultural Activities Office, offer the opportunity to hear the great orchestras and artists of the world.

Specialized Interests

A variety of specialized groups are active on campus. They include Beta Beta Beta (national honorary in biology), Psi Chi (psychology honorary), the Student Affiliates of the American Chemical Society, Student Section of the American Institute of Physics, Association Internationale des Etudiants en Sciences Economique et Commercial, International Relations Club, Young Republicans, Young Democrats, and others.

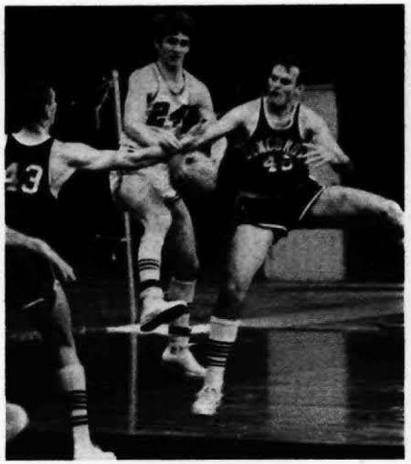
Publications

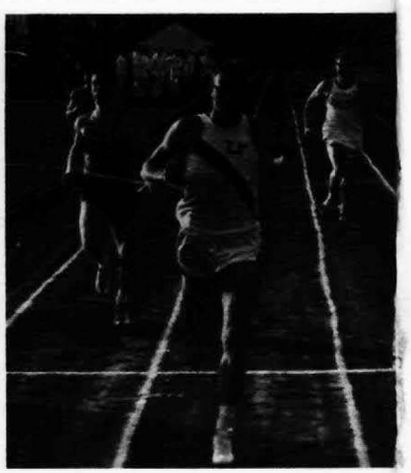
The publications of the student body are edited and managed by students and governed by the student Communications Board. *The Stentor,* College newspaper, is the weekly journal of the faculty and the students. *The Forester,* published annually in the fall or spring, is the College yearbook. *Tusitala,* a fine arts magazine of the College, is ordinarily published in the autumn and spring, and includes work by both students and faculty. *WLFC,* the campus radio station, has a daily broadcasting schedule devoted to music, sports events, campus news, and special programs.

Students interested in any phase of writing, editing, reporting, photography, broadcasting, or art are invited to volunteer for these enterprises.

Dramatics

Alpha Psi Omega, a national dramatics honorary fraternity, each year sponsors major productions by the Garrick players in addition to evenings of one-act plays and a Children's Theatre. It also provides talent for radio and television shows involving the College. Any student, whether or not he is enrolled in drama courses, is eligible to audition for any of these activities.



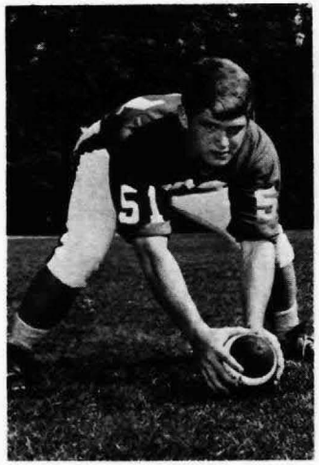


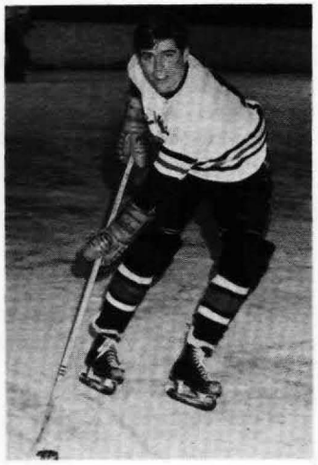
Athletics

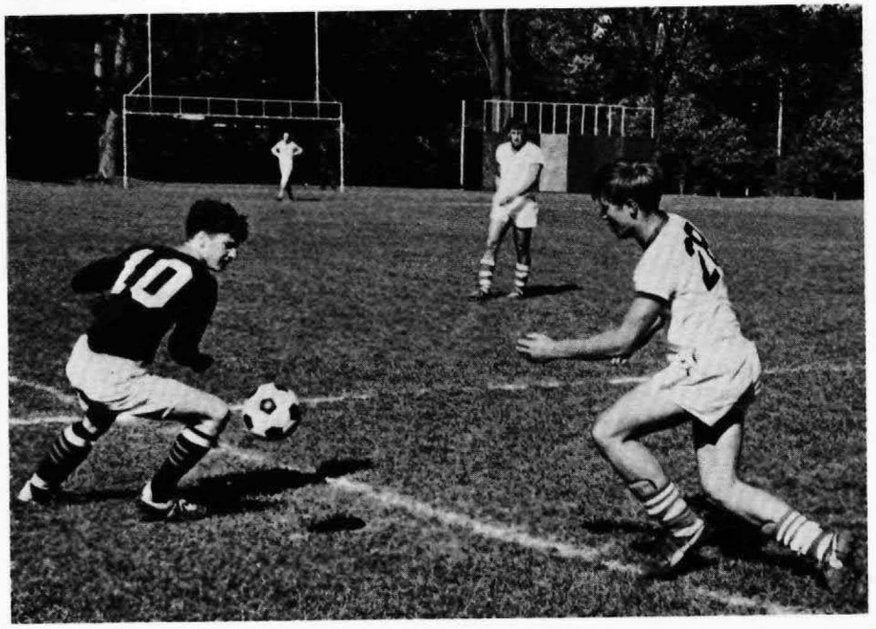
Keen competition with colleges throughout the Middle West is provided by Lake Forest's varsity athletic program, which includes baseball, basketball, cross-country, football, golf, hockey, soccer, tennis, track, and wrestling. Intercollegiate sports are so organized that any student, male or female, who is scholastically eligible may try out for a team. Lake Forest belongs to no athletic conference and there are no special scholarships or grants for athletics. Contests are scheduled with such colleges as Albion, Beloit, DePauw, Carleton, Earlham, Kalamazoo, Knox, Oberlin and Valparaiso.

In addition, every student may participate in Lake Forest's intramural athletic program, which offers in addition to the aforementioned sports, touch football, volleyball, softball, badminton, field hockey, rugby, riding, and other sports in which interest is shown.

The gymnasium built this year adds facilities for handball, squash and swimming. A new track, tennis courts, and an indoor ice rink are also planned.







The Tutorial Project

The Lake Forest College Tutorial Project was begun in 1963 as an outgrowth of a College conference, "The Crisis in Race Relations." President Cole supported its formation as "the one practical place where students could make a significant contribution to the solution of the crisis in race relations now."

Within two months of the first idea of a tutorial project, eighty students were involved in tutoring at five Waukegan schools and at Firman House, a settlement house in Chicago.

In the four years the Tutorial Project has been in operation, it has continued working with the two original projects, and has added Henry Booth House, a Hull House Association member, and PREP, an educational project of the American Friends Service Committee. The number of participating students has grown from the original eighty to over 130. The program is sponsored by the College's Community Government Association and annual benefits.

In working with tutees on a weekly, one-to-one basis, and through field trips to the Chicago Art Institute, the Museum of Science and Industry and other cultural centers in Chicago, the aim of the Tutorial Project is to help these children to improve their personal outlook on their achievements, and to strengthen their hopes and chances for successful lives, as well as for successful careers in school.

Religious Activities

Religion at Lake Forest reflects a great degree of diversity and tolerance as well as a deep concern for fundamental human values. The beliefs of each member of the College community are respected.

The religious portion of campus life is often devoted to experiments with fresh and creative patterns of concern. The Religious Activities Federation and the various groups associated with it have been principally responsible for annual conferences concerned with a particular country or region of the world and with the American social and religious condition. Recent conferences have included studies of the racial crises, ethics in business and of life in India, Africa, South America, Japan and Scandinavia.

Organizations in the R.A.F. include Baha'i Club, Canterbury Club, Catholic Guild, a Christian Science group, a Jewish activities group, Lutheran Students Association, a Society of Friends, Unitarian Fellowship, and United Campus Christian Fellowship.

The College continues its affiliation with the Presbyterian Church. However, the College is not sectarian in its teaching and welcomes a variety of philosophical and religious points of view. The major denominations are all represented on the campus and Protestant, Catholic and Jewish congregations are located nearby.

Residence

All students are required to live in college residence halls unless they are married or live at home with their parents.

There are 10 residence halls, providing living space for 530 men and 450 women. Half of the total residence space has been built since 1963. Much of the remainder has been completely renovated within the past two years. All rooms are furnished with bed, mattress, pillow, dresser, desk and lamp. About half of the rooms also have draperies and rugs. Telephone service is available from the telephone company at the prevailing rates.

The College operates its residence halls around the house system. With the exception of the separate freshmen houses, all residence halls emphasize a large degree of self-government, group structure, and identity. After the freshman year, students electing to live in a particular residence hall may plan to remain in that hall throughout their college career.

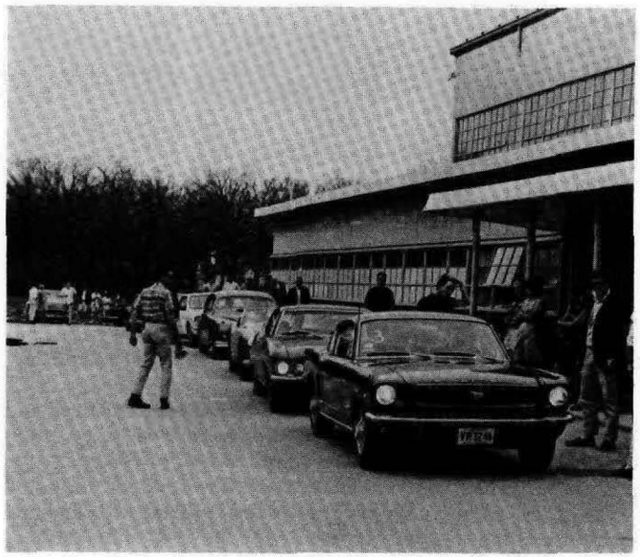
In contrast to many colleges, the fraternities and sororities of Lake Forest are located in College owned upperclass dormitories (Gregory East, McClure Hall and Nollen East). Freshmen may not join fraternities or sororities. There are no dining facilities in these units; all Lake Forest students eat together in the Commons.

The fraternities include DiGamma Alpha Upsilon, Delta Sigma Chi, Kappa Sigma Phi, Tau Kappa Epsilon, and Phi Pi Epsilon. Residence Hall bodies include Blackstone Hall, Bradley Lodge, Deerpath Hall, Gregory East and West, Harlan Hall, Lois Hall, Moore Hall, Nollen West, and Roberts East and West.

A new Commons was completed in 1962, containing central dining facilities for all residents plus meeting rooms and recreational facilities for undergraduates and faculty. The original Commons was converted into a coffee shop and lounge where students and faculty may meet on an informal basis. The College bookstore is located here as well.

Automobiles

Students who drive automobiles must register them in the office of the Dean of Students. Junior and senior resident students and all students who live at home are allowed cars. No student may have a car on campus unless he carries public liability and property damage insurance. A detailed list of regulations governing the use of automobiles is issued at the time cars are registered. Registration of motorcycles, motor bikes and motor scooters is *not* permitted.



Health Services

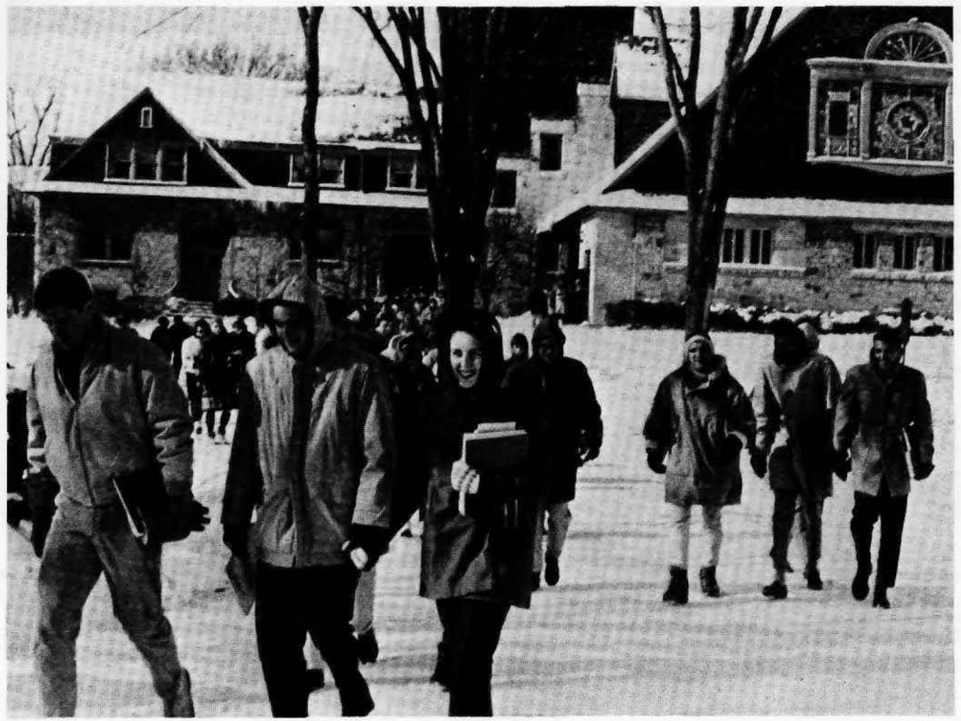
Recognizing that sound physical and mental health are important to satisfactory academic work, the College provides a physician and a registered nurse, available during certain hours of the day and on call, who are experienced in student health problems.

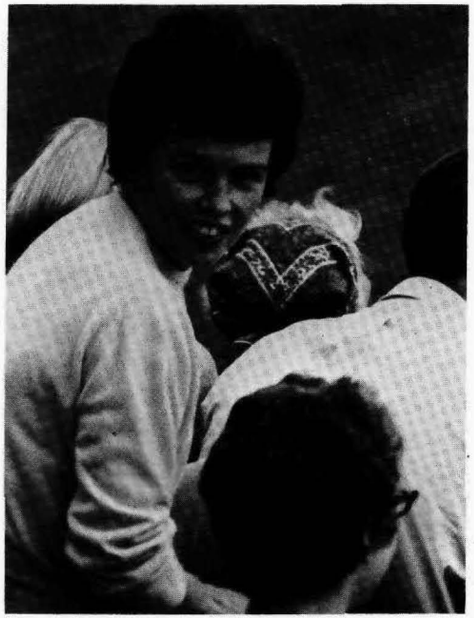
All new students must submit a record of a recent complete physical examination in addition to a smallpox vaccination within the past five years, prior to entrance. In a similar manner, all students must present proof of a negative chest x-ray or negative skin test each year.

Rising medical costs demand that medical insurance be carried by each student. Resident students are automatically covered by a group plan carried by the College. Commuting students will be covered if they apply. The plan pays a major portion of incurred medical costs.

Hospitalization in the new and well-equipped Lake Forest Hospital is available to students who need it.

In addition, the College has a psychological services center designed to assist with the personal, emotional, and social problems of its students. The services of the center are free except for a small charge for the administering of tests.





Guidance

Beginning with orientation week and continuing until graduation, the College makes available to its undergraduates guidance and counseling facilities in order to help them develop the maturity and responsibility that are an integral part of the learning process. The Dean of Students devotes much of his time to planning and coordinating student activities in order to insure a wide diversity of intellectual, cultural, and social opportunities. The Dean of Freshmen, who is also the Director of Financial Aid, is available to all students, but his primary responsibility is to counsel with and advise freshmen students.

Coupled with the Dean's office, the faculty of Lake Forest is available for guidance. Each student in his freshman year has one of the faculty as his advisor. Normally, by his sophomore year each student selects a major department and throughout the remaining three years the student may seek the advice of the department chairman on an informal basis to exchange ideas and viewpoints.

The College carefully selects each year several upperclass men and women who serve as advisors in the dormitories. These students help keep the dorms operating smoothly and they initiate and enforce some of the dormitory rules.

The basic standards which apply to all Lake Forest students are (1) respect for the right of an individual to have and express beliefs different from those of his fellows, whether they be political, religious, or social points of view; (2) respect for the property of the College and of individuals, and responsibility toward those properties in the event of loss or damage; (3) the honorable use of one's signature; (4) compliance with local, state, and national laws.

The College reserves the right, and the student concedes to the College the right, to require withdrawal of any student at any time who falls below the standards of Lake Forest. Other disciplinary action may be taken as deemed appropriate for the circumstances.

To round out the guidance and personnel program, the College employs a full-time director of placement. By coordinating job interviews and by making the literature of various industrial concerns available to students and alumni, the College continues to place its graduates in a wide range of careers. This office also secures many jobs for students who wish to work part-time while in college.

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* Dates in parentheses indicate year of election to the board and length of service.

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Class of 1971

William C. Bartholomay, Jr. '55 (1960), *President,* Olson, Bartholomay, Inc.

John J. Borland (1960), *Vice President,* (ret.), Continental Illinois National Bank and Trust Company

Mrs. James H. Douglas, Jr. (1967), Lake Forest, Illinois

Wallace D. Johnson '50 (1967), *President,* Howe, Barnes and Johnson

Robert B. Mayer (1967), *President,* Rothschild Enterprises

Mrs. Gordon H. Smith (1962), Lake Forest, Illinois

Class of 1972

Charles L. Brown (1967), *Executive Vice President,* Illinois Bell Telephone Company

James R. Getz (1962), *Real Estate Management,* Lake Forest, Illinois

William B. Graham (1962), *President,* Baxter Laboratories

Joseph Rich, *Vice President,* Morton International

Mrs. Solomon B. Smith (1962), Lake Forest, Illinois

National Trustees

Class of 1969

Arnold W. Carlson '28 (1965), *Vice President and Assistant to President,* Time, Incorporated

Class of 1970

William E. Roberts '38 (1958), *President,* Ampex Corporation

Thomas E. Sunderland (1954), *Chairman of the Board,* United Fruit Company

Class of 1971

Wesley G. Carey '31 (1965), *Senior Partner,* Carey, Dwyer, Austin, Cole & Selwood

John H. Haugh '31 (1965), *President,* Tucson Tallow Company, Inc.

Class of 1972

Henry W. Meers, *Partner,* White Weld & Company

Harold Blake Walker (1956), Pastor, First Presbyterian Church of Evanston

Mr. Amaden, Professor Sproat and President Cole (left to right)

The Faculty

William Graham Cole (1960)*, B.A., Columbia College; B.D., Union Theological Seminary; Ph.D., Columbia University; LL.D., Grinnell College; D.D., Colgate University
President of the College

Madeline Ashton (1945–1964), B.A., University of Kansas; A.M., Smith College; Ph.D., University of Illinois
Professor of French, Emerita

Harold Bartlett Curtis (1926–1954), B.A., Ph.D., Cornell University
Professor of Mathematics, Emeritus

Solly Albert Hartzo (1930–1965), A.B., Washington and Lee University; A.M., Columbia University
Professor of Government, Emeritus

Edward Oscar North (1941–1963), B.S., Beloit College; M.S., Ph.D., University of Illinois
Professor of Chemistry, Emeritus

Karl Adolph Roth (1927–1954), B.D., Oberlin College; M.A., Northwestern University
Associate Professor of Religion, Emeritus

Ronald Boal Williams (1923–1967), B.A., M.A., Ph.D., State University of Iowa
Professor of Spanish, Emeritus

Sterling Price Williams (1927–1949), B.A., Polytechnic College; M.A., University of Texas; Ph.D., The University of Chicago
Professor of Philosophy and Psychology, Emeritus

Donald E. Bartlett (1958), B.A., William Penn College; M.A., Haverford College; B.D., McCormick Theological Seminary; Ph.D., Yale University
Professor of Religion on the William Bross Fund

‡Mary Jay Becker (1964, 1967), B.A., Lake Forest College
Instructor in Spanish

Charles F. Behling (1968), B.A., M.A., University of South Carolina; M.A., Vanderbilt University
Instructor in Psychology

Kenneth C. Bennett, Jr. (1961), B.A., University of Wisconsin; M.A., University of Illinois; Ph.D., Indiana University
Associate Professor of English

* Dates in parentheses indicate the year of original appointment to the faculty and length of service.
‡ Part-time Teaching

G. William Benz (1967), B.A., University of California (Riverside); M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy of Tufts University
Assistant Professor of Government

David I. Berg (1958–59, 1965), B.A., Northern Michigan College; M.A., University of Michigan
Lecturer in French and Spanish

Martha Lydia Biggs (1937), B.A., Lake Forest College; M.S., University of Illinois
Librarian

John W. Bixler (1963), B.S., Lakeland College; Ph.D., University of Minnesota
Assistant Professor of Chemistry

‡Ernest C. Bonhivert (1965), B.S., M.A., Northwestern University
Lecturer in Education

Ruthane I. Bopp (1960), B.A., Lake Forest College; M.A., Northwestern University
Registrar and Instructor in Mathematics

Robert Lawrence Bouquet (1968), B.A., Lawrence University; M.A., University of Wisconsin
Instructor in English

Ann D. Bowen (1952), Mus.B., Oberlin College; M.A., Columbia University; Mus.D., Northwestern University
Associate Professor of Music

Leon Marshal Bresloff (1968), B.A., Indiana University
Instructor in Sociology

William Alfred Charland (1968), B.A., Yankton College; B.D., Yale University
Chaplain of the College

Dan P. Cole (1965), A.B., Columbia University; B.D., Union Theological Seminary; Ph.D., Drew University
Associate Professor of Religion

John Clifford Converse (1949), B.S., M.A., Kent State University
Assistant Professor of Dramatic Art and Director of Dramatics

John W. Coutts (1955), B.Sc., M.Sc., University of Manitoba; Ph.D., Purdue University
Professor of Chemistry

Rosemary E. Cowler (1955), B.A., New Jersey College for Women; M.A., Indiana University; Ph.D., Yale University
Professor of English

Michael Benet Croydon (1968), Graduate, Royal College of Art (London)
Lecturer in Art

Mihaly Csikszentmihalyi (1965), B.A., Ph.D., The University of Chicago
Assistant Professor of Sociology and Anthropology

‡ Part-time Teaching

Charles M. Dansereau (1967), B.A., Boston College; M.A., University of Michigan
Instructor in French

Michael Edward Dau (1966), B.A., Lake Forest College
Coach and Physical Education for Men

Esther DeMerritt (Mrs. John E.) (1959), Grinnell College
Assistant Director, Office of Admissions

Alfred Otto Dick (1967), B.A., Dartmouth College; M.A., University of Waterloo; Ph.D., University of Waterloo
Assistant Professor of Psychology

Marvin C. Dilkey (1955), B.A., DePauw University; Ph.D., Cornell University
Professor of German

Bailey L. Donnally (1961), B.S., M.S., Auburn University; Ph.D., University of Minnesota
Professor of Physics

William L. Dunn (1949), B.A., University of Illinois; Ph.D., University of Wisconsin
Provost and Dean of the Faculty

Melvin T. Erickson (1967), B.A., University of Washington; M.A., University of California (Berkeley)
Instructor in Economics

Roger J. Faber (1965), B.S., Calvin College; Ph.D., Michigan State University
Associate Professor of Physics

Ronald H. Forgus (1958), B.Sc., M.Sc., McGill University; Ph.D., Cornell University
Professor of Psychology

Phylis M. Frankel (Mrs. Jay) (1968), B.S., M.A., Northwestern University
Director of Psychological Services and *Instructor in Psychology*

Jonathan Fuller Galloway (1966), B.A., Swarthmore College; Ph.D., Columbia University
Assistant Professor of Government

Jean-Luc Garneau (1964), B.A., Seminaire De Quebec; Certificats en Latin, Francais, et Linguistique, Universite Laval, Quebec
Instructor in French

William D. Gean (1968), B.A., M.A., University of California (Berkeley)
Instructor in Philosophy

Alain Didier Genestre (1968), B.B.A., Memphis State University; M.A., University of Illinois; Ph.D., Indiana University
Assistant Professor of French

Jerry Gerasimo (1962), B.A., Lake Forest College; M.A., Ph.D., The University of Chicago
Associate Professor of Sociology and Anthropology

†Frederic A. Giere (1962), B.A., Luther College; M.S., Syracuse University; Ph.D., University of New Mexico
Associate Professor of Biology

† Sabbatical Leave of Absence, 1968–69

‡Ralph A. Goebel (1968), B.A., Lake Forest College
Instructor in Sociology and Anthropology

James M. Goldinger (1968), B.A., University of Illinois; M.S., Western Illinois University
Instructor in Biology

Henry Goldstein (1962), B.A., New York University; Ph.D., State University of Iowa
Assistant Professor of Psychology

Robert Morse Greenfield (1967) B.A., Occidental College; M.A., Ph.D., Columbia University
Assistant Professor of English

Ronald P. Grossman (1967), B.A., Ph.D., The University of Chicago
Assistant Professor of History

Francis B. Gummere, Jr. (1968), A.B. Trinity College (Connecticut); M.Ed., St. Lawrence University.
Director of Admissions

‡Rosemary D. Hale (Mrs. George) (1946), A.B., Mount Holyoke College; M.A., American University
Lecturer in Economics

Alvin H. Hanke (1954), B.A., Carroll College; M.A., University of Wisconsin
Director of Intramural Sports for Men, Physical Education for Men and Coach

Forest W. Hansen (1963), A.B., Harvard College; M.A., University of Wisconsin; Ph.D., Johns Hopkins University
Assistant Professor of Philosophy

Richard Watson Hantke (1942), Ph.B., Ph.M., Ph.D., University of Wisconsin
Professor of History

Edward Laurie Hawes (1967), B.A., University of Pennsylvania; M.A., University of Wisconsin
Instructor in History

Ingrid H. Henkels (1964), B.A., Indiana Central College; M.A., The George Washington University
Instructor in German

Ann Louise Hentz (1956), B.A., University of Rochester; M.A., Ph.D., Ohio State University
Associate Professor of English and Secretary of the Faculty

H. Murray Herlihy (1957), B.A., University of Alberta; M.A., Ph.D., The University of Chicago
Professor of Economics on the Ernest A. Johnson Fund

Howard H. Hoogesteger (1951), B.S., M.Ed., Springfield College
Dean of Students

‡ Part-time Teaching

Gaida M. Hughes (1962), B.A., M.A., University of Texas; M.A., University of Colorado
Lecturer in Russian

‡Robert E. Huhn (1959), B.A., University of Akron; Mus.B., Oberlin College; Sac.Mus.M., Union Theological Seminary
College Organist

Vivian R. Jansen (Mrs.) (1963), B.S., Colorado State University
Instructor in Biology

Harriette E. Jauch (Mrs. Richard) (1962), B.S., Northwestern University
Physical Education for Women

Harald Christen Jensen (1942), B.A., Iowa State Teachers College; M.S., State University of Iowa; Ph.D., Northwestern University
Professor of Physics on the Beidler Fund

Tung Hon Jeong (1963), B.A., Yale College; Ph.D., University of Minnesota
Associate Professor of Physics

Frank E. Kirby (1963), B.A., Colorado College; Ph.D., Yale University
Associate Professor of Music

Laura K. Klingbeil (Mrs. Jack E.) (1965); B.S., University of Detroit; M.S., Michigan State University
Instructor in Chemistry

John N. Kotre (1968), B. Lit., Xavier University
Instructor in Psychology

**David L. Krantz (1963), B.A., Brooklyn College; M.S., Ph.D., Northwestern University
Associate Professor of Psychology

Joann Harrington Lee (Mrs. Douglas) (1950–51, 1960), B.A., University of Missouri; M.A. in L.S., University of Michigan
Assistant Librarian

Arthur Lessing (1965), B.A., Wesleyan University; M.A., Ph.D., Tulane University
Assistant Professor of Philosophy

Charles D. Louch (1957), B.A., The College of Wooster; M.S., Ph.D., University of Wisconsin
Professor of Biology

Elizabeth Teter Lunn (Mrs. Richard) (1930–35, 1946), B.A., Wellesley College; M.A., Ph.D., Northwestern University
Professor of Biology

H. Lowen Marshall (1966), B.Mus.Ed., Shenandoah Conservatory of Music; Mus.M.; College-Conservatory of Music (Cincinnati) Ph.D., Eastman School of Music at the University of Rochester
Assistant Professor of Music and Director of the College Choir

‡ Part-time Teaching
** Leave of Absence, 1968–69

William B. Martin (1961), B.S., Franklin and Marshall College; Ph.D., Northwestern University
Associate Professor of Chemistry

Paul Cameron McQueen (1968), B.S. University of Toronto; M.A. Queens University
Instructor in Mathematics

George T. Mills (1964), B.A., Dartmouth College; M.A., Ph.D., Harvard University
Associate Professor of Sociology and Anthropology

W. Gordon Milne (1951), A.B., A.M., Brown University; A.M., Ph.D., Harvard University
Professor of English

Alexander F. Mitchell (1965), M.A. (First Class Honors), University of Edinburgh; Diploma in Art, Edinburgh College
Professor of Art History

Bruce A. Mitchell (1967), B.S., Northern Illinois University; M.S., University of Tennessee
Instructor in Mathematics

‡Carol Gayle Moodie (Mrs. Thomas I.) (1966), B.A., Swarthmore College; M.A., Columbia University
Lecturer in History

Thomas I. Moodie (1965), B.A., Park College; M.A., Ph.D., Columbia University
Assistant Professor of History

Michael G. Moore (1967), B.A., Harding College; M.A., University of Michigan
Instructor in Classics

‡Willis C. Mortensen (1960), B.A., M.A., Northwestern University
Lecturer in Education

Louis F. Mustari (1965), B.A.Ed., M.A.Ed., Art Institute of Chicago
Instructor in Art History

Norbert W. Necker (1967), B.A., Lake Forest College; M.A., University of Chicago
Dean of Freshman

Herbert A. Nicholaus (1942), B.A., Lawrence College; Ph.M., Ph.D., University of Wisconsin; C.P.A. in Wisconsin and Illinois
Professor of Economics

Audrey Odell (1967), B.A., Sarah Laurence College; M.A., University of Chicago
Assistant Librarian

Louis John Pellegrino (1967), B.A., Colgate University; M.A., Ph.D., McGill University
Assistant Professor of Psychology

Walter W. Pese (1946), Abiturium Goerlitz; M.A., Ph.D., New School for Social Research
Professor of History

‡ Part-time Teaching

‡Girts Purins (1967), B.F.A., School of the Art Institute of Chicago
Instructor in Art

Edwin Clark Reichert (1946), B.A., University of Wisconsin; M.A., Ph.D., University of Minnesota
Professor of Education

Bertha Reynolds (1946), B.S., Mississippi State Teachers College; M.S.C., University of Denver
Assistant Professor of Economics

Jeffrey C. Robinson (1966), B.A., Harvard College; M.A., The University of Chicago
Instructor in English

Charles Stanley Rooks (1967), B.A., Wake Forest College; M.A., Ph.D., Duke University
Assistant Professor of Government

**Donald E. Roos (1956), B.S., M.A., Ph.D., Northwestern University
Associate Professor of Sociology and Anthropology

‡Arkadij Rossol (1964), B.A., M.A., University of Wisconsin
Instructor in Russian

*Simon Rottenberg (1968), B.A., George Washington University; M.A., Ph.D., Harvard University
Visiting Professor of Economics

Richard R. Runge (1963), B.S., M.S., Ph.D., University of Illinois
Assistant Professor of Biology

**Francine K. Saltoun (Mrs. André) (1961) Baccalauréat, Lycée de St. Germain; Licence d'Anglais, Sorbonne; M.A., University of Wisconsin
Lecturer in French

**Erwin Peter Sanders (1966), University of Vienna; Ph.D., Princeton University
Assistant Professor of German

David L. Schaeffer (1968), B.A., Cornell University; M.A., The University of Chicago
Instructor in Government

Franz Schulze (1952), Ph.B., The University of Chicago; B.F.A., M.F.A., School of the Art Institute of Chicago
Professor of Art

‡Gary H. Schwartz (1966), B.A., The University of Chicago; M.A., Brandeis University

David William Seaman (1966), B.A., The College of Wooster; M.A., Stanford University
Instructor in French

Ruth Baker Sharvy (Mrs. Robert L.) (1967), B.A., University of Wisconsin
Assistant Librarian

‡ Part-time Teaching
* Fall Term, 1968–69
** Leave of Absence, 1968–69

Rosalyn S. Sherman (1968), B.A., M.A., Ph.D., Boston University
Assistant Professor of Philosophy

Ralph L. Shively (1965), B.S., M.A., Ph.D., University of Michigan
Professor of Mathematics

‡Clara Louise Slack (1958); B.S., Indiana State Teachers College
Lecturer in Education

†Charles S. Smith (1962), B.A., Western Kentucky State College; M.A., State University of Iowa; Ph.D., Indiana University
Associate Professor of Mathematics and of Music

George L. Speros (1963), B.S., Edinboro State College; M.A. Middlebury College; Ph.D., University of Madrid
Assistant Professor of Spanish

John G. Sproat (1963), B.A., San Jose State College; M.A., Ph.D., University of California (Berkeley)
Professor of History

Edward John Starshak (1966), B.A., St. Joseph's College; M.A., Northwestern University
Instructor in Economics

†Robert J. Steamer (1962), B.A., Bucknell University; M.A., University of Virginia; Ph.D., Cornell University
Professor of Government on the D. K. Pearsons Fund

Robert Peter Stepsis (1967), B.A., Notre Dame University; Ph.D., Harvard University
Assistant Professor of English

Sander E. Sundberg (1968), B.A., Wabash College; M.S., University of Vermont
Instructor in Biology

LuFay Anderson Sweet, II (1963); B.A., Lafayette College; M.S., Bucknell University
Coach and Physical Education for Men

M. Leroy Thompson (1962), B.A., Concordia College; Ph.D., Indiana University
Assistant Professor of Chemistry

‡Frank H. Townsend (1961), B.A., Williams College; M.A., Ph.D., The University of Chicago
Lecturer in Education

William W. Townsley, Jr. (1967), B.S., Wheaton College; M.S., University of Delaware; Ph.D., University of Maryland
Assistant Professor of Biology

Richard F. Triptow (1959), B.S., M.A., DePaul University
Coach and Physical Education for Men

† Sabbatical Leave of Absence, 1968–69.
‡ Part-time Teaching

Robert James Troyer (1968), B.S., Ball State University; M.A., Ph.D., Indiana University
Visiting Associate Professor of Mathematics

Arthur W. M. Voss (1941), B.A., M.A., University of Kansas; Ph.D., Yale University
Professor of English

Jacqueline Wallen (1967), B.A., Lake Forest College; M.A., The University of Chicago
Instructor in Sociology and Anthropology

Janice E. Walsh (Mrs. Terrance) (1968), B.A., M.A., University of Illinois
Instructor in German

Mark D. Warden (1965), B.A., Capital University; M.A., Ph.D., The University of Chicago
Assistant Professor of Government

Nicholas J. Wasylik (1958), B.S., Ohio State University; M.A., Columbia University
Director of Athletics and Physical Education

‡Martha D. Wasylik (Mrs. Nicholas) (1968), B.S. Ohio State University
Instructor in Art Education

‡Pina Wax (Mrs. Mario) (1968), Dottare in Lettere, University of Rome
Instructor in Italian

Kenneth L. Weik (1967), B.S., Northern Illinois University; M.S., Ph.D., Southern Illinois University
Assistant Professor of Biology

George T. Weiner (1962), B.A., Grinnell College; Ph.D., Massachusetts Institute of Technology
Associate Professor of Economics

John D. Wenum (1965), B.A., Lake Forest College; M.A., Northwestern University
Assistant Professor of Government

Gordon E. White (1965), B.A., M.A., University of Colorado
Associate Director of Admissions

Margaret Funderberg Wilton (Mrs. Richard) (1948–55, 1959), B.S., M.A., Northwestern University
Lecturer in Spanish

Isaac Wong (1963), Chung Chi College, Hong Kong; B.A., Baylor University; M.L.S., University of Oklahoma
Assistant Librarian

Arthur Zilversmit (1966), B.A., Cornell University; M.A., Harvard University: Ph.D., University of California (Berkeley)
Associate Professor of History

‡ Part-time Teaching.

Administrative Offices and Officials

Office of the President
William Graham Cole, *President of the College*

Office of Academic Affairs
William L. Dunn, *Provost and Dean of the Faculty*

Office of Admissions
Francis B. Gummere, Jr., *Director*
Gordon E. White, *Associate Director*
Esther DeMerritt (Mrs. John E.), *Assistant Director*

Library
Martha L. Biggs, *Librarian;* Joann H. Lee (Mrs. Douglas), Audrey Odell, Ruth Sharvy (Mrs. Robert L.), Isaac Wong, *Assistant Librarians*

Office of the Registrar
Ruthane I. Bopp, *Registrar*

Office of Student Personnel
Howard H. Hoogesteger, *Dean of Students*
Collen Makin, *Assistant Dean of Students*
Norbert W. Necker, *Dean of Freshmen and Director of Financial Aid*
Ruth Winter (Mrs. Edwin W.), *Director, Office of Cultural Activities*
Florence Flath Hoogesteger (Mrs. Howard), *Director, Office of Placement and Personnel*
Paul H. Burgert, M.D., *College Physician*
Pearl Eiker (Mrs. Curtis C.), R.N., *College Nurse*

Head Residents
Jane P. Hon (Mrs. Jackson), Nollen Hall
Erica Reich, Lois Durand Hall
Jeffrey C. Robinson, Gregory Hall
Gloria Bledsoe, Deerpath Hall
Mary Knight (Mrs. Mallory), Moore Hall
Margaret W. Rice (Mrs.), Blackstone Hall
LuFay Anderson Sweet II, Harlan Hall
Hellen V. Clarke (Mrs. Eugene), Roberts Hall
Jonathon Page West, McClure Hall

Office of Business and Finance
John Munshower, *Business Manager and Assistant Secretary, Board of Trustees*
Theodore Carlus, *Controller*
Gwen Diemer, *Office Supervisor*
Eugene Lewandowski, *Purchasing Agent*
Dale G. Scott, *Manager, Bookstore*
Lawrence J. O'Donnell, *College Architect and Director, Physical Plant*
Alphonse Zabor, *Assistant Director, Physical Plant*
William G. Breining, *Manager, Office of Printing and Duplicating*

Office of Development
J. Sanford Doughty, *Director*
Jacqueline Tulpin, *Assistant Director of Development*
Robert D. Amaden, *Director, Office of Alumni Relations*
Ezra Pugh, *Director, Office of Public Relations*
Ellen C. Mosey (Mrs. Joseph G.), *Director, Office of Public Information*

The Alumni Association

The Alumni Association is organized under a national Board of Governors, which sponsors such events as class reunions, alumni meetings in cities throughout the country, Homecoming, dinner-dances, golf outings, and summer picnics. The Board of Governors, through its Class Agents, also conducts the annual Alumni Fund, a program designed to provide financial support for the current operating expenses of the College.

In order to provide a continuing relationship with its alumni, the College publishes a monthly bulletin, "News From Lake Forest College," "Lake Forest Alumni Quarterly," "Lake Forest College Alumni Directory," and an annual report to all alumni. The Office of Alumni Relations maintains files of current addresses and biographical data on all former students.

The Alumni Board of Governors

Donald B. Baer, '50, *President,* Clarendon Hills, Illinois
Dan'l H. Brush, '51, *Vice-President,* Evanston, Illinois
John E. Katzler, '51, *Vice-President,* Mount Prospect, Illinois
Mary Longbrake, '35, *Vice-President,* Chicago, Illinois
James L. Kenney, '59, *Secretary-Treasurer,* Lake Forest, Illinois
Ruth M. Bahlert, '22, Whitewater, Wisconsin
Jean Jensen Bailey (Mrs. David M.), '50, Waukegan, Illinois
Max F. Beach, '41, Abington, Massachusetts
Robert E. Behlen, '48, Rocky River, Ohio
C. Raymond Bjorklund, '28, Shawnee Mission, Kansas
Arthur S. Bond, Jr., '49, Birmingham, Michigan
Allyn G. Bonnie, '34, Denver, Colorado
John E. Bostock, '60, Dallas, Texas
Frederick P. Engstrom, '57, Bryn Mawr, Pennsylvania
Auwell Fogarty, '39, Hinsdale, Illinois
Edwin L. Gilroy, '18, Highland Park, Illinois
Edwin A. Guerrero, '40, Cincinnati, Ohio
Austin C. Hansen, '50, Atlanta, Georgia
Ruth Brennan Howlett (Mrs. William), '39, Winnetka, Illinois
Stephen G. Janick III, '60, Highland Park, Illinois
Wallace D. Johnson, '50, Chicago, Illinois
Patrick G. Keig, '50, Phoenix, Arizona
Robert W. King, '60, Houston, Texas
Michael P. Komar, '33, Brookfield, Wisconsin
Alfred E. Kuerst, '37, Indianapolis, Indiana
William A. Marbach, '43, Elmhurst, Illinois
David B. Mathis, '60, Novato, California
Walter E. Meyer, '38, Barrington, Illinois
Lowell M. Negley, Jr., '56, Northbrook, Illinois
Eric G. Nyberg, '51, Crystal Lake, Illinois
Donald W. Pack, '53, Mount Prospect, Illinois
Jerry R. Patterson, '55, Naperville, Illinois
Robert M. Perce, '33, New York, New York
Howard H. Percy, '46, St. Louis, Missouri
Thomas D. Philipsborn, '49, Chicago, Illinois
Richard A. Rundquist, '49, Rockford, Illinois
Kenneth Russ, '51, Wilmette, Illinois
Carl J. Scichili, '52, Lake Forest, Illinois
Elizabeth E. Sherwood, '28, Wilmette, Illinois
Patricia Williams Spiegel (Mrs. Edward J.), '58, Winnetka, Illinois
Herbert R. Stratford III, '64, Baltimore, Maryland
Harry H. Wolf, Jr., '50, Wilmette, Illinois

The National Parents Committee

In 1964, Lake Forest established a national committee consisting of parents of its students which provides leadership for College activities and interests in communities throughout the nation, encourages the interest of able potential students, and assists in financial support programs.

The Members

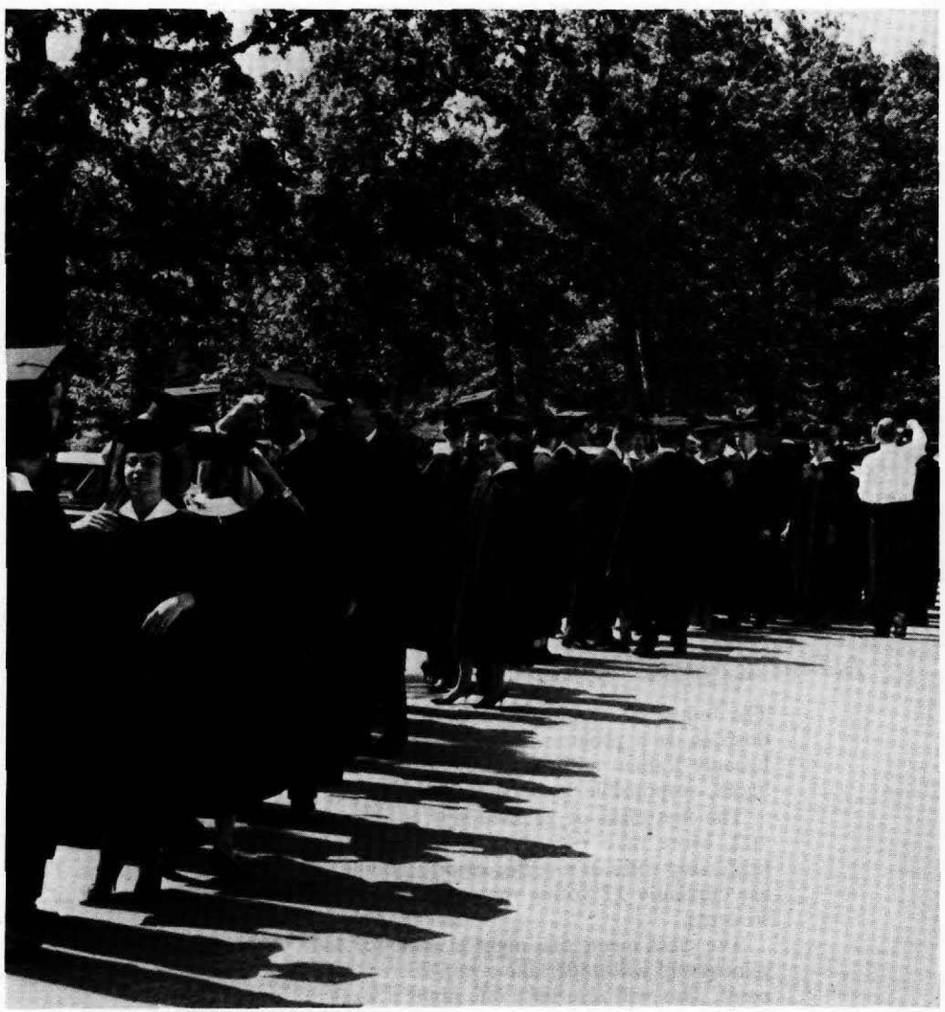
Gordon R. Ewing, Chairman, *Vice President,* R. R. Donnelley and Sons, Co.; Chicago
George H. Atherton, *Regional Manager,* F. W. Dodge Company, A Division of McGraw-Hill, Inc.; Chicago
Hamlet J. Barry, Jr., *President,* Manufacturers and Wholesalers Indemnity Exchange; Denver
Murray Bloom, Bloom Investors Company; Brooklyn
William A. Brennan, *President,* Falulah Paper Company; Fitchburg, Mass.
James A. Campbell, M.D., *President,* Presbyterian-St. Luke's Hospital; Chicago
Frederic L. Day, Jr., *Architect,* Carl Koch & Associates, Inc.; Boston
Fred W. Fairman, Jr., Adrian Israel Commodities; New York
W. H. Fetridge, *President,* The Dartnell Corporation; Chicago
Charles L. Gleason, Jr., *Personnel Director,* Time, Incorporated; New York
Richard P. Gripe, M.D., *Cardiologist,* Arnett Clinic; Lafayette, Ind.
Ellsworth Holaday, *Treasurer,* E. H. Sargent & Co.; Chicago
Don G. Lebby, *President,* Atlas Steel Products; Cleveland
William S. Niven, Peat, Marwick, Mitchell & Co.; New York
Philip Rootberg, Philip Rootberg & Company; Chicago
Robert M. Schaffner, *Vice President,* Libby, McNeill & Libby; Chicago
Richard E. Steen, *President,* Lewis & Thos. Saltz, Inc.; Washington, D.C.
Laurence C. Stix, Jr., S. Oppenheimer and Co., Inc.; Chicago
William L. Taylor, Jr., *Chairman of the Executive Committee,* The Illinois Company; Chicago
Wilmot F. Wheeler, Jr., *President,* American Chain & Cable Company, Inc.; New York
John Wyatt, *Vice President,* Insurance Company of North America; Philadelphia

Industrial Management Institute

The Industrial Management Institute, founded on the campus by area industries, is a program in basic business education. Its goal: to produce broadly trained mid-management personnel who are able to provide intelligent, responsible leadership for their companies.

The first class of 27 men was enrolled in 1946. Current enrollment is 402. More than 645 men have graduated from the Institute to assume leadership roles in a roster of outstanding Chicago area companies. There are currently 17 voting member companies who send 80 per cent of the students.

The class meets one night a week for four years. In the fall of 1968 a pilot group will undertake a non-accredited Masters of Science in management. This will also be a one night a week four year course.



DEGREES, HONORS, ENROLLMENT

Degrees Conferred, 1967

Honorary Degrees

DOCTOR OF LAWS

George Berkeley Young, President and Director, Field Enterprises, Inc.

DOCTOR OF HUMANE LETTERS

David Matthew Kennedy, Chairman of the Board and Chief Executive Officer, Continental Illinois National Bank and Trust Company of Chicago

DOCTOR OF LETTERS

Norman Ross, President, Ross-McElroy Productions, Inc.

DOCTOR OF HUMANE LETTERS

Charles Goodwin Sauers, General Superintendent, Cook County Forest Preserve District

Bachelor of Arts Degrees

Edwin Locke Adriance, Economics
David Charles Agate, Government
M. Ann Albers, Biology
Carol Lynn Amdur, Art History
Craig Vernon Anderson, Philosophy
Margaret Ann Atkin, Philosophy
Robert George Ayres, Sociology & Anthropology
Earl Martin Bahler, Economics
Henry Raymond Baker, Government
Edward Scott Bancroft, Economics
Janet Deborah Bane, Psychology
Raymond F. Barnes, Biology
Lawrence Davis Barney, Jr., Economics
James Asheton Bayard, Junior, Government
Elizabeth Bain Becker, Biology
Roger Jackson Becker, Physics
Sidney L. Becker, Mathematics
Alex John Beresoff, Government
Janie Sandra Biddinger, Government
Charles Melbourne Bliss, Jr., English
John Charles Bobela, Government
Timothy Joseph Bork, History
Bruce Middleton Bounds, Government
John Prendergast Bourke, Psychology
John Sutton Bowden, English
William Eaton Boyle, English
Ian West Braff, Economics
Judythe Lee Brandt, History
Ernest Jewett Broadbent, English
Raymond Allan Broms, Government
Peter Winfield Bueschen, Psychology
Susan Burlingham, Biology
Beverly Anne Burrows, History
Christine S. Byrne, French
Rio Rhea Byrne, English
Garrett K. Carter, American Civilization
James Gordon Cartier, History
Judith Chamberlin, English
Michael Anthony Chrisman, Government
Lynne Todd Walden Clark, Psychology
Robert Allen Cohen, History
Michael Truax Collins, Government
Terry John Converse, Dramatic Art
John L. Cooper, Jr., Economics

Ira Jay Copperman, Government
Lawrence Ounsworth Corry, English
Joanne Frances Cox, Sociology & Anthropology
Vicky Joanne Croswell, Government
William Michael Culhane, Jr., English
James F. Culleton, Biology
Roberta Annette Dailey, History
Sharon Kaye Dam, Biology
Dorothy Lynne Davies, French
William G. Demas, Economics
William J. Donahue, History
Douglas C. Donaldson, Sociology & Anthropology
Daniel Richard Donovan, Economics
John Thomas Douglas, History
Thomas Hendrickson Dozier, Chemistry
Nicholas Kenneth Dragash, Government
Christopher Putnam Drake, Art History
Douglas Anthony Dunbar, English
Stanley Forbes Duncan, Biology
Anne Henderson Dunn, English
Michael Casey Dunning, Psychology
William Nicholas Dunning, Russian
John D. Epstein, Chemistry
George John Etu, Jr., Psychology
George Haston Crowe Farley, Jr., History
Milton Lawrence Fish, Jr., Psychology
Richard Frederick Foss, English
Susan Rankin Fowle, Sociology & Anthropology
Betty LeBeau Fretz, French
Alan Nicholas Gaudio, Economics
Frances Holmes Gibson, Psychology
Maureen Louise Gilgore, English
Marcia Ann Gillespie, American Civilization
Niki Giovan, Art History
Valerie Ann Goekjian, English
Jean A. Goldberg, English
Jay William Goldman, Economics
John Edwin Goodwin, Jr., Government
Janette Lucille Grey, American Civilization
Liliana Carmen Groag, French
Lillian Beatrice Hale, American Civilization
Mary Janice Hartigan, History
Robert Frederick Haupt, Psychology
Barbara Galbraith Heath, Psychology
Chandra Mukerji Hecht, Sociology & Anthropology
William Evans Hencken, Government
Jeffrey Martin Henkin, Biology
Susan Costello Hentz, Mathematics
Andrew James Hewat, English
Barbara Susan Hilliard, Government
Susana Hirsch-Pels, French
Georgia Wadsworth Hoffmeister, English
Gary Lynn Hogrefe, History
Leon Holleb, Government
Jon Frederick Holsteen, Psychology
Ronald Henry Hopkins, Economics
Kathleen Roche Horne, English
Gloria Madian Horwitz, Psychology
Durbin Lines Hunter, Psychology
Janet Elaine Hurd, Biology
Dorothy Detwiler Hutchins, Sociology & Anthropology
Cheryl Jeanne Jensen, Psychology
Marlene Michele Johnson, English
Norman Porter Johnson, Physics
Rodney Bruce Johnson, Biology
Gordon Webster Jones, Economics
Louise Bush Kalbfus, International Relations
Michael Sandor Kalish, American Civilization
Bruce Thomas Keller, History
Douglas MacNaughton Kerr, Sociology & Anthropology
Kristina Alice Kidera, Biology
Betsy Jean Kirby, English
Edward Alan Kohnstamm, Psychology
Maria Antoinette Kolman, Russian
Richard Lee Kolowski, Government
Gerald Jay Korkin, Government
Ronald William Kucharik, Chemistry
Sharon Lee Lambert, History
Josephine Pearson Lange, English
James Lansburgh III, Art History
Harry Pearce Leadingham, Jr., Government
Sally Irene Lear, Biology
Sherry Adele Lear, Biology
Ann Louise Lennarson, Sociology & Anthropology
Arnold Henry Lenters, Economics
Charles King Chiu Lo, Economics
Alice Ann Loverde, Sociology & Anthropology
Barbara Lozar, French
Marlene Rose Lumeyer, Art History
Paul Budd Magnuson, German
Richard John Maiman, Government
Thomas William Malmgren, Chemistry
Martin Paul Martinelli, Economics
Robert H. Marvich, Chemistry
Herbert Franklin Maurer III, Economics
Mary Jane McCall, History
Thomas Patrick McDonald, Economics
Margery McKillen, English
Kristin Andrea McKinnon, Art History
Marilyn Meyers, English
Frank Joseph Mitchell, Jr., Economics
Charles Meredith Moore, History
Ralph Fred Morrison, Jr., History
Audrey Cheeks Murdah, Spanish
Barbara Anna Murek, Art History
David Hart Nelson, History
Wendy Carol O'Donnell, History
Margaret Lynn Olsen, Mathematics

William Bernard Orzen, Sociology & Anthropology
Daniel Oyetade Oyerinde, Sociology & Anthropology
Jon Parets, Sociology & Anthropology
George Michael Park, English
George Grew Parker, Sociology & Anthropology
Peter Atlee Paulson, Philosophy
Donald Peter Pearson, Government
William Charles Peery, Economics
Austin Ernest Penny, Jr., Sociology & Anthropology
Joycelyn Palmer Pese, English
Karen Anita Petersen, French
Patty Jo Peyton, Russian
Gerald Frederick Piepenbrok, Psychology
Christopher P. Pilotti, Sociology & Anthropology
Michael Joseph Piuze, Government
John Ross Pope, Art History
George Gust Poulos, Biology
Prudence Mary Prosser, Sociology & Anthropology
Paula Sue Purvis, Sociology & Anthropology
Susan Hampton Pushkin, Philosophy
Edward Tinsley Ray, Jr., Philosophy
Neill Kennedy Ray, English
Carol Jeanne Reese, Biology
Lance Richard Rembar, Economics
Edward Hammond Risley II, Government
Jonathan Cox Robbins, Biology
Anntoinette M. Rodewald, Music
Sarah Ann Rogers, Biology
David John Rood, History
Jill Rubel, Sociology & Anthropology
Antonia Hope Rupp, History
Jean Rutherford, Russian
Terence Patrick Ryan, History
Richard Steven Schaps, Government
Bonnie Scott, Religion
Linda Agnes Serdakowski, Government
David Peter Seymour, Government
Janet Marie Seymour, Art History
Elizabeth Converse Sheets, Sociology & Anthropology
George Albert Sinadinos, Government
Nancy Anne Shepanek, Spanish
Michael Burton Shirk, English
Margaret Joan Shultz, English
Harsen A. Smith, Jr., Government
Enrique Ernesto Soler, History
Stephen Otto Sonderby, Government
Susan Spilman, Psychology
William Lars Steen, History
Alan M. Stern, English
Janet Helene Stevenson, Psychology
Karen Lee Stohner, Spanish
Betty Jean Stoltze, Biology
David Nathan Stone, Government
Mary-Jo Susan Strehlau, Psychology
Frederick Arthur Stresen-Reuter, History
Dorothea Hale Swope, English
Patricia A. Tappan, English
Deborah Beth Tenenbaum, History
Mark Allen Tenenbaum, History
Irene Elizabeth Terhune, Spanish
George Henry Thoeming, Physics
James Roy Tompkins III, Dramatic Art
Thalia Anastasia Topping, English
Susan Meese Tormoen, Philosophy
Douglas Warren Torrington, French
Barbara Kay Trebelhorn, American Civilization
Shelby Ann Triest, English
John Porter Tuttle, Chemistry
Jaime Francis Uribe, Economics
Lael Vandenburgh, English
Janet Lea VanScoy, English
Milan Vlaisavljevich, Jr., Russian
Robert Alan Wade, History
Daniel William Wagner, Mathematics
Edith May Waisbrot, Psychology
Dinand Morrison Walk, Mathematics
John H. Walker III, Government
Thomas Glynn Walker, Jr., History
Elizabeth Wally, English
John Frederick Warner, Jr., Economics
Steven John Weger, Jr., Chemistry
David Leslie Wesson, Government
Anita Irene Whitaker, American Civilization
Alice Asher White, History
Lee Bennett Whittaker, Philosophy
Charles Lee Wildman, Philosophy
John Michael Wilhelm, English
Jane Kiefer Williams, Biology
Paul Siebert Wilson, Religion
Eric D. Winkelman, Philosophy
Henry Herr Witmer, Jr., Economics
Nancy Fordyce Wyeth, English
Linda Gale Young, English
Rupert Otto Zimmerer, Jr., Chemistry
William Paul Zipse, Psychology
Ildiko Judith Zoltani, German

Honors and Awards, 1967

The Alumni Recognition Awards

Edwin N. Asmann '25
Alan G. Gripe '42
John A. Hough '31
Carl W. Hellberg '17

Graduation With Honors

Roger Jackson Becker, Physics
Michael Casey Dunning, Barbara Galbraith Heath, Psychology
Susana Hirsch-Pels, Barbara Lozar, French
Maria Antoinette Kolman, Jean Rutherford, Russian
Ann Louise Lennarson, Christopher Pilotti, Sociology and Anthropology
Paul Budd Magnuson and Ildiko Judith Zoltani, German
Barbara Anna Murek, Art History
David Hart Nelson, Wendy Carol O'Donnell, History
George Michael Park, Alan M. Stern, John Michael Wilhelm, English
Edward Tinsley Ray, Jr., Philosophy
Irene Elizabeth Terhune, Spanish
John Porter Tuttle, Chemistry
Jaime Francis Uribe, Economics

Graduation With Special Honors in Senior Thesis

Christine S. Byrne, "Verlaine: Poete Decadent"
John D. Epstein, "Photolysis of 4—Iodoisoxazoles in Hydrocarbon Solvents"
Liliana C. Groag, "The Symbol of the Young Girl in the Theatre of Jean Giraudoux"
Leon Holleb, "A Myth on the Revolution Toward Modernization: The 'Totalitarian' Features of Nasser's Regime"
Jon F. Holsteen, "Judged Tilt as an Indicator that Spatial Orientation Is a Cue to Shape Perception"
Norman P. Johnson, "Electron Spin Polarization of Metastable Hydrogen by Radio Frequency Induced Transitions"
Kristina A. Kidera, "Non-Polarized Pairing in a Long Tandem, Serial Duplication Involving the Bar Locus in Drosophila Melanogaster"
Ann Louise Lennarson, "Power and Politics: A Community Analysis"
Arnold H. Lenters, "'In the Matter of National Tea Company' F.T.C. Docket 7453: An Economic Analysis"
Richard J. Maiman, "The 6th Amendment Comes of Age: A Study of the Judicial Development of the Right to Counsel"
Thomas W. Malmgren, "Analysis of Copper by Chemical Self-Stripping" Barbara Anna Murek, "Augustus John"
Wendy Carol O'Donnell, "The Yorkist Origins of the New Monarchy: A Revisionist Study"
Daniel Oyerinde, "The Development of Age and Sex Role Preferences in American and Nigerian Children"
George Michael Park, "Laurence Sterne's Whimsical Theatre: An Analysis of the Dramatic in *Tristram Shandy*"
Susan Spilman, "The Effects of Subject's Attitudes About Testing on Actual Test Results"
Barbara K. Trebelhorn, "The Joads of the Depression: The Plight of California's Migrants"
John P. Tuttle, "Studies on Monoamine Oxidase Characterization and Inhibition by N-Benzel-N-Methel-2-Propynylamine"
Elizabeth Wally, "The Concept of Justice In Post World War II German, American and British Fiction"
Linda G. Young, "Liberal Humanism in the Creative Works of Edward Morgan Forster"

Phi Beta Kappa, Theta Chapter of Illinois

Members elected in Junior Year—Mary J. McCall, George Michael Park
Members elected in Senior Year—Chandra M. Hecht, Janet E. Hurd, Kristina A. Kidera, Mary A. Kolman, Alice A. Loverde, Richard J. Maiman, Barbara Anna Murek, Wendy Carol O'Donnell, Karen A. Petersen, Christopher P. Pilotti, David J. Rood, Jean Rutherford, Douglas Torrington, Janet L. VanScoy, Elizabeth Wally, Linda G. Young

Phi Eta Sigma, Charles Fineman, Donald B. Hoover, Norman L. Thompson, Jonathan A. Wells, Stanley F. Wolf

The Digamma Alpha Upsilon Freshman Award—Robert I. Harris

The Chemistry Achievement Award—Robert I. Harris, Susan Wood

Teacher's College, Columbia University Book Prize—Frederick M. Broda

The Class Scholarship Awards—Louise Annette Alpert '70, Norman Leslie Thompson '70, Erin Mary Kenefick, '69, Joan C. Grady '68, Alan L. Kalter '68, Patricia Cleckner '68, Mary J. McCall, '67, Chandra M. Hecht '67, Jean Rutherford '67.

The Emma O. Haas Memorial Awards for Merit in Scholarship—Erin Mary Kenefick '69, Joan C. Grady '68, George M. Park '67

The Sterling Price Williams Prize for Merit and Promise—M. Casey Dunning

The Scott Award in Religion—Bonnie Scott

The McPherson Prize for Excellence in Scholarship—Liliana Groag, Marlene Lumeyer, Dramatic Art; George Park, English; Ildiko J. Zoltani, German; E. Tinsley Ray, Philosophy; Mary Kolman, Russian; Karen Stohner, Irene E. Terhune, Spanish

The Cultura Hispanica Honorary Diploma—Karen Stohner '67, Irene Terhune '67

The Lettermen's Plaque—Robert I. Harris '70, Donald R. Ford '69, Robert G. Bullard '68, Martin Martinelli '67

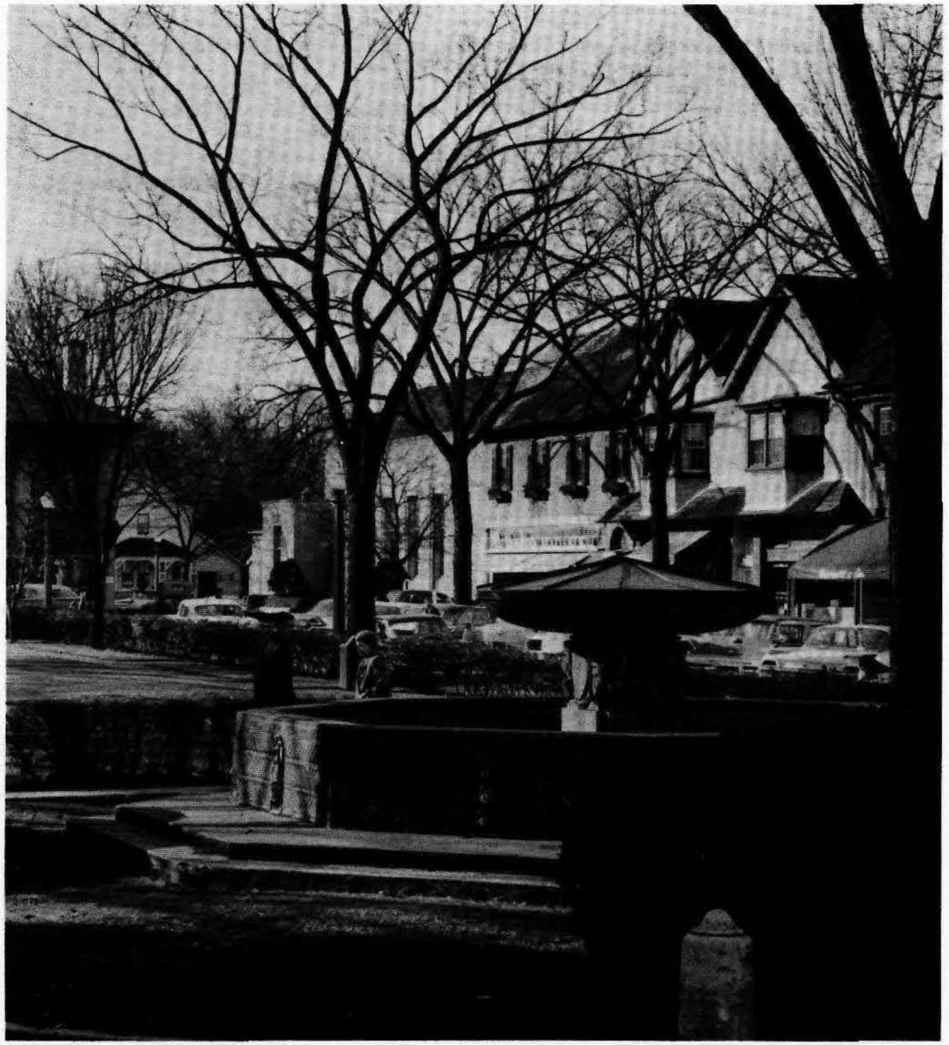
Iron Key—Charles Atherton '68, Earl M. Bahler '67, Frederick M. Broda '68, Robert G. Bullard '68, David Cocroft '67, Philip S. Coonley '67, Wolfgang Demmel '69, Douglas Farber '68, Jon F. Holsteen, '67, Ronald Hopkins, '67, Gasper Kovach '68, James Kidney '69, James Landsburgh '67, Carl Maultsby, '69, Daniel O. Oyerinde '67, Austin Penny '67, Fernando J. Suarez '68, Milan Vlaisavljevich '67, J. Michael Wilhelm '67 Honorary: Professor George T. Mills, Mr. Waldo B. Mead, Mr. Forest W. Hansen

Kappa Alpha—Katherine G. Barr, Jean Baur, Carol S. Bock, Barbara Rubinstein; Freshman Award: Bonnie Lilienthal, Kathleen Merryman

The Interfraternity Council Scholarship Trophy—Tau Kappa Epsilon, Digamma Alpha Upsilon

The Intersorority Council Scholarship Plaque and Trophy—Gamma Phi Theta

Senior Class Great Teaching Award—Professor John G. Sproat



The Village Square

Summary of Enrollment, 1967–68

DAY SESSION

FALL TERM

	Men	*Women*	*Total*
Senior	133	105	238
Junior	171	145	316
Sophomore	159	149	308
Freshman	154	180	334
Unclassified	2	35	37
Auditor	—	2	2
Program II	12	9	21
	631	625	1256

WINTER TERM

	Men	*Women*	*Total*
Senior	138	113	251
Junior	165	138	303
Sophomore	154	148	302
Freshman	147	166	313
Unclassified	2	27	29
Auditor	—	2	2
Program II	10	8	18
	616	602	1218

SPRING TERM

	Men	*Women*	*Total*
Senior	146	123	269
Junior	167	146	313
Sophomore	141	153	294
Freshman	135	158	293
Unclassified	6	19	25
Auditor	—	2	2
Program II	10	8	18
	605	609	1214

TOTAL ENROLLMENT, 1967–68

	Men	*Women*	*Total*
Senior	136	106	242
Junior	179	154	333
Sophomore	170	169	339
Freshman	167	191	358
Unclassified	6	47	53
Auditor	—	4	4
Program II	12	9	21
	670	680	1350
Summer Session	198	166	364
GROSS TOTALS	868	846	1714
Less Duplicates	—113	— 77	— 190
NET TOTAL	755	769	1524

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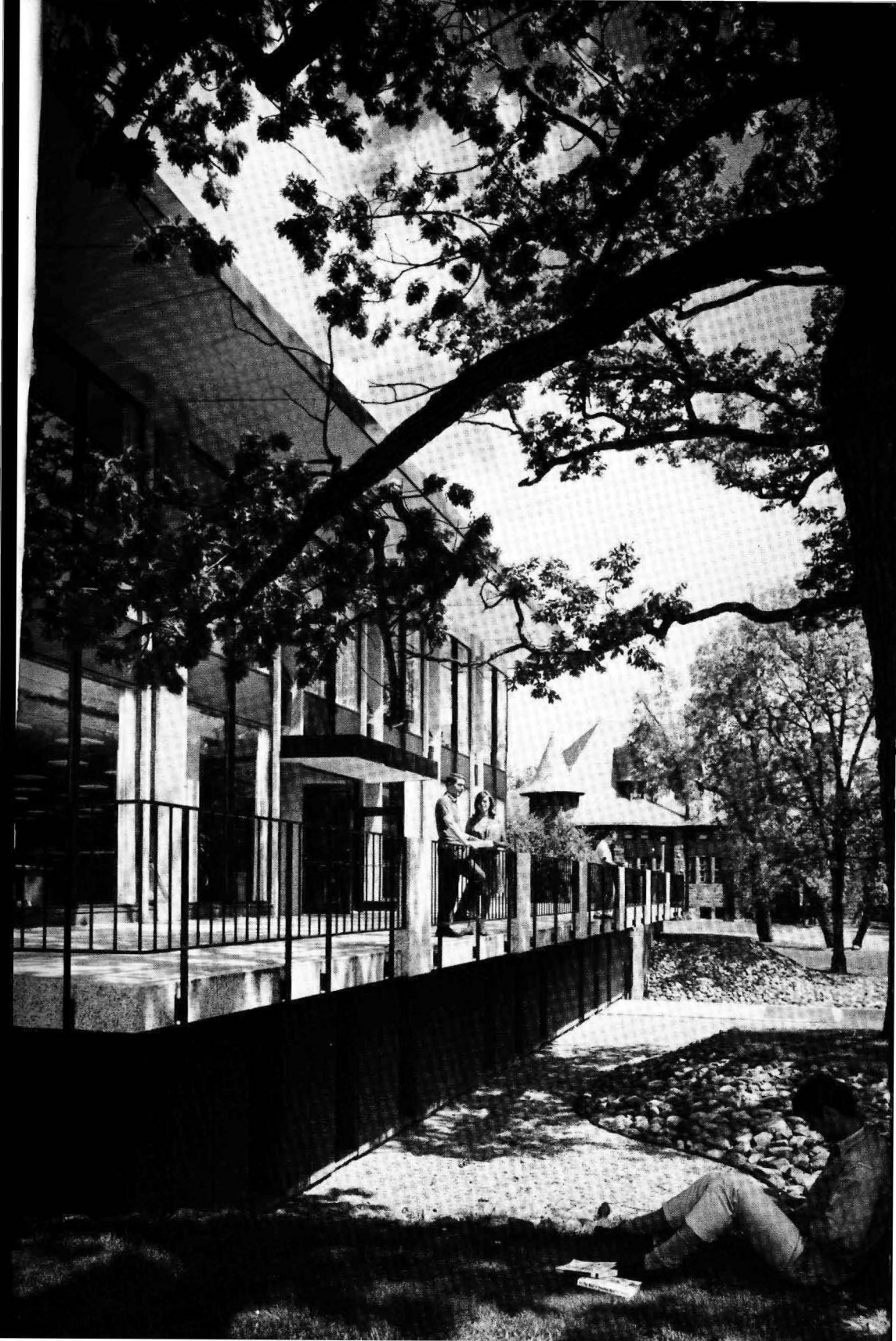

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